

Perceived Reading Strategies and Motivation to Read of Students as Mediated by Teaching-Reading Comprehension of Teachers

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Abstract

This study aimed to determine the relationship between perceived reading strategies and motivation to read of students as mediated by teaching-reading comprehension of teachers. The researcher surveyed 300 public elementary school teachers in the Division of Tagum City, Davao del Norte. A quantitative research design employed a descriptive-correlational technique, and mediation analysis. A stratified random sample method and weighted mean, Pearson r , linear regression analysis, and medgraph using Sobel z -test were used to analyze the data. The findings revealed that the perceived level of students' reading strategies and teaching-reading comprehension were very high, while the students' level of motivation to read was high. There was a significant relationship between perceived students' reading strategies and motivation to read, perceived students' reading strategies and teaching-reading comprehension, and teaching-reading comprehension and perceived motivation to read of students. Moreover, the analysis revealed a significant partial mediation effect was observed, indicating that the mediator explains the relationship between reading strategies and motivation to read of students, while a significant direct effect persists.

Keywords: education, reading strategies, motivation to read, reading comprehension, partial mediation, Philippines

1. Introduction

Successful teachers go beyond teaching reading skills; they help establish a lifelong love of reading, as recognized by Brandt et al. (2021). Despite this, fostering motivation for literacy development among students is a notable challenge, requiring not just the imparting of skills but also the instilling of a genuine passion for reading. Students' struggles are alarming, and literacy is more crucial than ever (Gourley, 2022). Students encounter difficulties in school (van der Sande, 2023) due to their inability to meet the minimal reading proficiency required for societal participation, as emphasized by the OECD (2019).

Motivation to read is one factor that contributes to these issues (Bakkaloglu & Pilten, 2023). Academic achievement and successful reading are significantly influenced by student motivation. Research indicates that pupils who read more often also read more proficiently than those who read less. Both social life and economic success can be impacted by reading (Huang & Reynolds, 2022). Reading books likely causes emotional experiences such as happiness, relaxation, excitement, and immersion in the narrative for many purposes. It also enables individuals to transcend the pressures and obligations of

everyday life, immersing themselves in another reality that evokes excitement and awe. Hence, emotionally connecting with narratives promotes a fondness for literature and plays a substantial role in youngsters' cognitive and emotional growth (Schooper & Amelse, 2020). Moreover, comprehension of students' reading goals, such as academic success or personal enjoyment, aids teachers in their understanding of students' reading preferences and aspirations. It enhances their instructional practices and identifies strategies to increase students' comprehension of written material (Ferraz et al., 2021).

Global assessments, such as the Progress in International Reading Literacy Study (PIRLS, 2016, cited by Barber & Klaua, 2020), reveal that a significant percentage of students across 50 countries show low engagement in reading lessons, indicating a widespread lack of motivation among the younger generation (OECD, 2017). This diminished motivation raises concerns about students' future success in higher education and the workforce. Additional statistical evidence, such as the 2019 National Assessment of Educational Progress (NAEP & NCES) reporting a substantial percentage of American fourth and eighth graders not meeting reading proficiency, and the 2019 Southeast Asia Primary Learning Metrics (SAPLM) indicating low proficiency levels in the Philippines, underscores the pivotal role of motivation in reading for student learning.

Additionally, perceived reading strategies are closely connected to students' motivation to read. It is influenced by factors such as curiosity, challenge, compliance, competition, importance of reading, reading involvement, recognition, reading for grades, reading efficacy, avoidance, and social reasons. These motivational factors play a significant role in shaping students' reading strategies and approaches. For example, students motivated by curiosity may employ strategies like actively seeking information and meaning from the text. In contrast, those motivated by competition may use strategies to enhance their reading speed and comprehension to outperform their peers. Understanding students' reading motivation can inform the selection and implementation of effective reading strategies in the classroom (Dakhi & Damanik, 2018).

Furthermore, the connection between perceived students' reading strategies and teaching-reading comprehension has been established in the body of literature. The application of strategies to enhance reading comprehension in prospective teachers' English was found to have a positive effect on their reading skills (Manoharan & Ramachandran, 2023). Teachers modify various assessment tools in ways that best suit the needs and skills of their students and make the assessment easier for the students to complete; for instance, they may reduce the number of details that students must retell or summarize; still others permit their less proficient writers to retell the information orally (Almutairi, 2018). Improving adolescent reading comprehension will require an effort from curriculum makers to forgo short-term gains on measures that tap low-level comprehension in favor of long-term solutions that take years to develop. Stagnant scores of adolescents are likely due to multiple reasons. It requires an early and persistent focus on development (Elleman & Oslund, 2019). The ability of students to effectively summarize a text enhances their capacity to determine the principal concepts and accompanying details. Drawing inferences from a text enhances their ability to comprehend its underlying significance.

In teaching reading comprehension, it is essential to foster students' motivation to read. A study indicates that when students are motivated to read, they engage more actively with the texts, effectively addressing comprehension gaps and expanding their understanding beyond surface-level interpretations to more analytical and evaluative perspectives. The heightened motivation level contributes to greater engagement and comprehension, ultimately improving reading performance and learning outcomes.

In connection with these variables, students' reading strategies and motivation to read, along with effective teaching and reading comprehension, have all been the subject of numerous published studies; however, these studies have been conducted separately. In light of the stated literature and alarming statistics, there is a highlighted need for research to identify potential solutions to address this pressing issue. Despite its recognized importance, there is limited empirical research on how the deliberate use of reading strategies and effective reading comprehension instruction can positively influence and sustain motivation among readers across age groups and backgrounds. Many students struggle to find the motivation to read. Studies on reading motivation indicate that several strategies can enhance students' enthusiasm for reading (Van Der Sande et al., 2023). While numerous studies have highlighted the relationship between motivation to read and students' reading strategies, further comprehensive research is needed to identify the specific strategies most effective at boosting motivation, whether in classroom settings or through self-directed reading. As noted by Haiyan (2023), improvements in students' reading strategies lead to increased motivation and a greater desire to read. Additionally, the relationship between teaching reading comprehension and increased motivation remains to be explored.

Reading motivation should be considered a central component of literacy instruction to foster sustained engagement among young learners (Reopez, 2019). Supporting this view, Khaliq et al. (2024) demonstrated that using guided reading strategies significantly increased elementary students' motivation to read. The authors recommend the intentional inclusion of these strategies in primary-level curricula. Together, these studies highlight that effective reading instruction needs to go beyond merely developing strategies; it should also actively promote students' motivation to enhance both engagement and comprehension.

For primary school children, examining the cognitive processes involved in reading can yield valuable insights into how they acquire and understand information, insights that are essential to their overall development. Additionally, using various assessment tools to evaluate reading proficiency can yield significant insights and recommendations to improve reading comprehension and motivation among primary school children (Kudismer & Bulut, 2018; Ferraz et al., 2021).

Research gaps in perceived students' reading strategies and teachers' approaches to teaching-reading comprehension indicate a need for further exploration across several critical areas. Firstly, there is a lack of understanding of how to teach reading comprehension effectively and how specific reading strategies impact diverse student populations and materials. The study conducted by Crisologo (2025) found that while teachers regularly used multiple reading strategies, these strategies did not significantly predict students' reading comprehension performance. This suggests that the effectiveness of these strategies is highly context-dependent and not yet fully understood.

Additionally, cultural and contextual factors, including socioeconomic status and learning environments, are often overlooked in research, despite their significant influence on students' reading strategies and motivation. Sheikh et al. (2022) found that socioeconomic status has a significant impact on students' use of metacognitive reading strategies. This finding suggests that the development of reading strategies is influenced not only by cognitive factors but also by students' home environments and the resources available to them.

Furthermore, gaps exist in understanding how teacher training programs prepare educators to address diverse student needs and learning styles, impacting their perception of effective strategies and student motivation; investigate deeper into how technology integration influences teachers' practices and student motivation, with diverse teacher perspectives essential to capture a comprehensive understanding across

various contexts; and while some research explores intervention strategies, more investigation is needed to assess their effectiveness in aligning teaching reading comprehension of teachers with evidence-based practices and improving student outcomes, underscoring the complexity of teachers and the need for targeted research to inform effective teaching practices and support student learning.

As a result, a quick conduct of this study is required to determine the outcome, which will aid in students' rapid learning to read in the local setting. The current study will fill a gap in the body of literature. It will help advance theory, knowledge, and practice in the world of academia and in the community as well. This will also contribute valuable empirical data to inform educational policies and practices, more specifically, identify effective reading strategies and teaching methods most suited to our locale's needs aside from its contribution to the body of literature and future references.

The aim of the study is to determine perceived reading strategies and motivation to read of students as mediated by teaching-reading comprehension of teachers. This study will seek to answer the following objectives: describe the level of motivation to read of students in terms of involvement, strategies for reading, social, written expression, and persistence; determine the level of perceived reading strategies used in terms of pre-reading strategies, while-reading strategies, and after-reading strategies; ascertain the level of teaching-reading comprehension of teachers to determine the significance of the relationship between perceived reading strategies and motivation to read of students, and perceived reading strategies and teaching-reading comprehension of teachers, and teaching-reading comprehension of teachers and motivation to read of students; and, determine the significance of the mediation of teaching-reading comprehension of teachers on the relationship between perceived reading strategies and motivation to read of students.

The following null hypotheses will be tested at a .05 level of significance: There is no significant relationship between perceived reading strategies and motivation to read of students; perceived reading strategies and teaching-reading comprehension of teachers; teaching-reading comprehension of teachers and motivation to read of students; and teaching-reading comprehension of teachers has no significant mediation between perceived reading strategies and motivation to read of students.

This study is anchored in Social Cognitive Theory, proposed by Albert Bandura (1987), which posits that individuals' behaviors, including academic performance such as reading comprehension, are influenced by reciprocal interactions among personal factors, environmental influences, and behavior. Within the context of reading comprehension, teachers' beliefs about effective reading strategies play a crucial mediating role. When teachers hold strong beliefs in the efficacy of certain reading strategies and effectively model their use, students are more likely to internalize these strategies and perceive them as valuable. Additionally, teachers' enthusiasm and confidence in teaching these strategies can enhance students' self-efficacy beliefs regarding their own reading abilities. Consequently, students who perceive themselves as capable readers are more motivated to engage in reading tasks, thereby improving reading comprehension. Therefore, understanding and addressing teachers' beliefs about reading strategies is essential for fostering a motivational environment that enhances students' reading comprehension skills (Schunk & DiBenedetto, 2020).

This study utilizes the Mediating, Independent, and Dependent Variable Models. The first frame presents the mediating variable of the study, which involves teaching-reading comprehension. The second frame presents the study's independent variable, which includes the perceived reading strategies such as pre-reading strategies, while-reading strategies, and after-reading strategies. They act as the potential of the outcome under the dependent variable. The third frame presents the study's dependent

variable, which includes the motivation to read of students through involvement, strategies for reading, social, written expression, and persistence. This outcome variable is dependent on the respondents' use of reading strategies. The arrows from the mediating variable to the independent variable and to the dependent variable show the connection between perceived students reading strategies, teaching-reading comprehension, and the motivation to read of students. The arrows from the mediating variable to the dependent variable represent feedback, which reflects the continuity of the flow and interconnectedness of the elements.

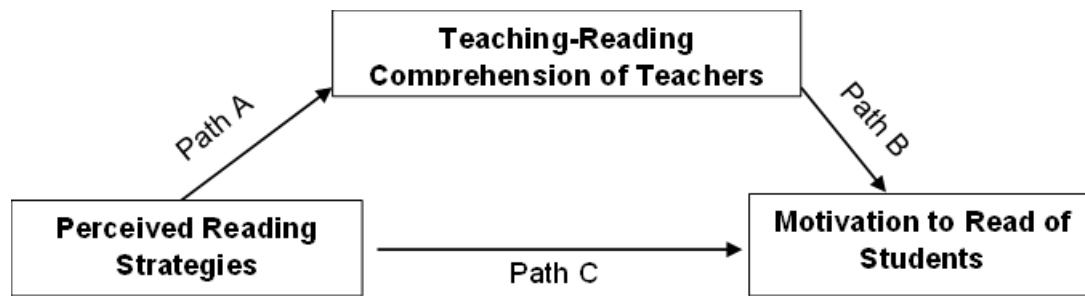


Figure 1. Conceptual Model of the Study

Figure 1 depicts the study's independent, dependent, and mediating variables within the conceptual framework. The independent variable relates to students reading strategies derived from EFL Teachers' Beliefs about the Use of Reading Strategies (Cakici, 2016). The study's dependent variable is motivation to read derived from the Teachers Perceptions of Students' Motivation to Read (Sweet & Guthrie, 1994). Simultaneously, teaching-reading comprehension as the mediating variable derived from Difficulties Encountering Multileveled Classes Teachers' in Teaching Reading Comprehension (Albualzain, 2020). Additionally, in Figure 1, path A represents the pathway that connects the mediator teaching-reading comprehension to the independent variable, perceived students' reading strategies. Furthermore, path B illustrates the relationship between the dependent variable, motivation to read of students. Lastly, path C exists between the independent variable perceived students' reading strategies, and the dependent variable, motivation to read of students.

This research study has significant global benefits and relevance in the field of education. It aims to improve literacy rates, promote quality education, and enhance educational outcomes worldwide, empowering individuals and communities through better access to knowledge and information. By gaining a deeper understanding of these issues, teachers, educators, policymakers, and curriculum developers can design and implement effective strategies to support students in developing strong reading skills and fostering a lifelong love for reading.

The study provides valuable insights into how teachers perceive their students' approaches to reading and their level of engagement with reading activities. Understanding teachers' perspectives on students' reading strategies and their motivation to read is crucial for developing effective educational practices and interventions that enhance students' literacy skills and contribute to achieving quality education.

Furthermore, future researchers will benefit from the knowledge and experience gained in areas such as reading strategies, motivation to read of students, and teaching reading comprehension of teachers across different academic programs. Studying these three aspects together offers a clearer understanding of the factors that influence students' literacy development and supports the improvement of teaching and learning conditions, ultimately leading to stronger reading outcomes.

METHOD

This section addresses the research participants, materials, instruments, and the design and procedures of the study.

Research Respondents

Three hundred public elementary school teachers participated in the study, drawn from the population of 381 in the Division of Tagum City, Davao del Norte, Region XI, Philippines. Stratified random sampling was used to select participants and ensure that all individuals had the opportunity to participate in the study. This is a sampling technique in which the population is divided into smaller subgroups based on participants' shared characteristics, and then randomly selected from each stratum to form the final sample (Simkus, 2023). Moreover, this technique was used to ensure roughly equal representation of the variables in the study.

The participants in this study were actively employed teachers in public elementary schools located in the Division of Tagum City, Davao del Norte, with a minimum of two years of teaching experience and holding a valid teaching credential recognized by the Department of Education, engaged in direct classroom instruction, experienced in teaching students across different grade levels, willing to provide informed consent, demonstrating a commitment to professional development, available for research activities during non-teaching hours, and showing a genuine interest in contributing to educational research and improving teaching practices in their community.

In contrast, teachers who are not actively engaged in classroom teaching, individuals with less than two years of teaching experience, those working in private or non-governmental educational institutions, and those lacking a valid teaching credential. Additionally, teachers on extended leave who participated in similar studies within the past year expressed unwillingness to provide informed consent; teachers exclusively teaching specialized subjects outside the elementary school curriculum; and individuals with conflicts of interest that could compromise research integrity.

Participation in the study was entirely voluntary, with participants being informed of the study's objectives, priorities, and other essential details. Importantly, they had the freedom to participate or withdraw at any point, with the researcher fully respecting their decisions.

Materials and Instrument

The materials and instruments used in the data collection are adapted instrument downloaded from online journals. The instruments were subjected to validate and reliability test before deployment.

The independent variable in this study on perceived reading strategies was based on "EFL Teachers' Beliefs about the Use of Reading Strategies" from Cakici (2016). On the other hand, the dependent variable is students' motivation to read, as reported by Sweet and Guthrie (1994), and is measured by involvement, reading strategies, social, written expression, and persistence, according to the "Teachers' Perception of Students' Motivation to Read" scale. Furthermore, the teaching-reading comprehension of teachers, which acted as a mediator from "Difficulties Encountering Multileveled Classes Teachers' in Teaching Reading Comprehension" Abualzain (2020).

To analyze participants' replies concerning perceived reading strategies, motivation to read of students, and teaching-reading comprehension of teachers, the following range of means with associated descriptions will be employed: 4.20 – 5.0 categorized as Very High, signifying that the latent constructs are consistently observable; 3.40 – 4.19, categorized as High, indicating that the latent constructs are commonly encountered; 2.60 – 3.39, categorized as Moderate, indicating that the latent constructs are intermittently present; 1.80 – 2.59, categorized as Low, indicates that the latent constructs are

infrequently observable; while 1.00 – 1.79, designated as Very Low, suggests that the latent constructs are not observable.

The authors have already evaluated and confirmed the amended standardized questionnaire, which is now content-valid because they changed it to group the items. The research adviser was given the first draft of the research tool to review and give feedback, suggestions, and ideas on improving its presentation. The changes were then made and added to the tool. A panel of experts checked and improved the finished version. The average weighted mean of the experts' conclusions was 4.78, a verbal evaluation of "excellent." Also, before using the research tool, a pilot test was done with selected teachers who were not part of the study. The instrument's dependability scores were 0.956 for students' reading strategies, 0.920 for motivation to read of students, and 0.903 for teaching-reading comprehension of teachers.

Design and Procedures

Saro et al. (2023) used a non-experimental, quantitative research design known as a descriptive-correlational design. The basic purpose of these designs is to determine the relationship among variables. It is a fundamental research method that examines the situation as it is right now; it is the descriptive research approach, in which the characteristics of a specific phenomenon are identified using observational data or correlations between two or more phenomena are investigated (Williams, 2007).

The correlation approach is used to assess the relationship between the dependent variable and a set of independent variables (Verma, 2019). Since the present study concerns the students' reading strategies and motivation to read, this research design will help describe the current conditions of the respondents in the Division of Tagum City, Davao del Norte.

Mediation analysis evaluates the causal mechanisms through which a treatment or intervention affects an outcome of interest. The goal is to disentangle the total treatment effect into an indirect effect operating through one or several observed intermediate variables, the so-called mediators, and a direct effect reflecting any impact not captured by the observed mediator(s) (Huber, 2019).

Accurate data collection is crucial, as it serves as the foundation for informed decision-making and reliable conclusions. By gathering data from various relevant sources, including primary research, secondary sources, and empirical studies, researchers can ensure a comprehensive understanding of the problem at hand. Furthermore, thorough examination and measurement of this data enable effective problem-solving, outcome assessment, and trend prediction, enabling organizations and individuals to anticipate future outcomes and make proactive decisions (Simplilearn, 2023).

The tools that the researcher used to analyze the data from the survey test are mean, standard deviation, Pearson r, and Path Analysis. Mean serves as a fundamental research tool for understanding data by defining it, outlining its various types and calculations, illustrating its practical applications in analysis and interpretation, and identifying its limitations (Lee, 2025). Standard Deviation is a way to measure how much the numbers in your dataset differ from the average value, also known as the mean. It shows, on average, how far each number is from the mean (Bhandari, 2023). If the standard deviation is high, it means the numbers are spread out widely from the average. If it's low, the numbers are clustered closely around the average.

Pearson's correlation coefficient (Pearson r) is used to evaluate the strength and direction of the linear relationship between two continuous variables. This study examines the relationship between reading strategies and students' motivation for reading. The strength of the correlation offers valuable insights into how teachers impact student motivation.

Path Analysis is a statistical technique used to examine relationships between variables in a complex model. This method enables researchers to pinpoint which specific beliefs or strategies employed by teachers have the most significant impact on student motivation, providing valuable insights for educational practices and interventions designed to enhance reading comprehension skills.

The following ethical concerns were considered during the study, and the researchers strictly observed the following ethical principles to establish and safeguard ethical conduct in this research, including Respect for Persons, Consent, Beneficence, Confidentiality, Justice, Conflict of Interest, Recruitment, Vulnerability, Risk, and Community Considerations. These principles ensured that the respondents participated willingly and without coercion, that their rights and autonomy were respected, and that any potential harm was minimized. Additionally, the researcher was transparent about any conflicts of interest, protected respondents' confidentiality, and engaged with the community in a respectful, culturally sensitive manner.

The researcher initially composed a request letter and sent it to the Dean of Professional Schools for approval, which was then forwarded to the School Division Superintendent in the Division of Tagum City, Davao del Norte. The purpose of this letter was to seek permission to conduct the study. Additionally, the researcher provided copies of the letter to the participants' school principals to facilitate a thorough data collection process. Before the data collection phase, the researcher obtained a Certificate of Approval from the University of Mindanao Ethical Review Committee (UMERC #2024-429) to ensure that the survey questionnaire was administered ethically to participants from the Division of Tagum City, Davao del Norte.

RESULTS AND DISCUSSION

The presentation and discussion of the results and findings are provided in this section. This presentation incorporates written discussion and tables to effectively communicate the findings.

Perceived Reading Strategies of Students

Table 1 shows the levels of perceived students' reading strategies, measured by pre-reading, while-reading, and after-reading strategies. It obtained an overall mean rating of 4.32 and a standard deviation of 0.34, indicating a Very High level. It means that students' perceived reading strategies are always manifested. This shows that perceived reading strategies are better equipped to handle unexpected changes and challenges in reading. In addition, among the three indicators of perceived reading strategies, after-reading strategies have the highest mean of 4.43, indicating a very high level, with a standard deviation of 0.50. In contrast, while-reading strategies have the lowest mean of 4.23 and a standard deviation of 0.47, indicating a very high level and suggesting that respondents' responses are consistent, demonstrating commonality.

Table 1
Level of Perceived Students' Reading Strategies of Students

Indicators	SD	Mean	Descriptive Level
Pre-reading Strategies	0.46	4.30	Very High
While-reading Strategies	0.47	4.23	Very High
After-reading Strategies	0.50	4.43	Very High
Overall	0.34	4.32	Very High

The results indicate that teachers in public elementary schools consistently demonstrated professional skills at a very high level. Teachers supporting learners' reading development and increased their reading engagement that leads to numerous benefits to the learners such as improved reading comprehension, increased of reading motivation, expanded vocabulary, and stronger critical thinking skills. Additionally, teachers use of reading strategies are essential for nurturing students' reading development, laying the groundwork for academic success and fostering a love for reading that extends beyond the classroom.

Reading strategies are conscious, adaptable psychological techniques used by readers to enhance their comprehension or overcome difficulties during reading tasks within specific contexts. These strategies are not rigid rules but flexible mental tools that can be adjusted for different texts and situations. Efnawati and Mukhaiyar (2021) further elaborate that reading strategies are learning techniques designed to enable students to comprehend texts well and develop into highly proficient readers. This emphasizes their practical application in improving reading ability and achieving deeper understanding. Consequently, recognizing the proven effectiveness of diverse strategies in improving students' reading, Albia and Sonsona (2021) suggest that teachers should employ a varied approach rather than depending on a single strategy in their instruction. Therefore, the importance of reading strategies lies in their capacity to equip students with a versatile toolkit for navigating the complexities of text comprehension, fostering both understanding and proficiency.

For students to become proficient readers capable of tackling higher-order thinking questions in reading comprehension, teachers must actively integrate pre-reading, while-reading, and after-reading activities into their lessons (Dugasa et al., 2022). This means that effective reading instruction goes beyond simply assigning texts; it requires a structured approach where teachers guide students before they read (pre-reading), as they are reading (while-reading), and after they have finished reading (after-reading). These activities are crucial for developing the skills necessary for deeper comprehension and critical analysis of texts.

Reading strategies provide crucial support for learners as they endeavor to extract meaning from texts and navigate challenges in understanding (Bernardo & Estacio, 2023). This suggests that strategies act as tools enabling students to actively engage with the text and resolve areas of confusion. Further, Banditvilai (2020) found empirical evidence demonstrating a positive effect of reading strategies on students' reading comprehension. Together, these studies underscore that by employing deliberate strategies, students are better equipped to not only grasp the explicit information within a text but also to overcome obstacles to deeper understanding, ultimately leading to improved overall comprehension.

The findings support the research conducted by Putri et al. (2024), which provides recent evidence showing that pre-reading strategies effectively enhance students' comprehension of texts. Additionally, Mutaliani et al. (2023) explain the underlying mechanism: pre-reading strategies act as helpful pedagogical strategies because they actively engage and activate a reader's prior knowledge. This process creates a stronger foundation for understanding the new information presented in the text.

The study by Arneson (2021) explicitly found that using pre-reading strategies positively impacts reading comprehension. Arneson's research revealed that these strategies are especially beneficial for tasks that require deep critical thinking and for those in which students must justify their answers. This suggests that pre-reading techniques prepare learners for more advanced cognitive engagement with the text. Additionally, Pellicer, et al. (2020) demonstrated that pre-reading strategies not only enhances

vocabulary acquisition but also provides a "processing advantage." This indicates that learners can process the text more efficiently and effectively after participating in pre-reading activities.

While-reading strategies, as part of a comprehensive approach alongside pre-reading and post-reading strategies, are crucial for helping students move beyond mere decoding to achieve genuine text comprehension (Zandstra, 2024). This benefit is particularly significant for learners. This perspective is further supported by Ahmed et al. (2024), who highlight that while-reading strategies actively involve readers in the important process of text evaluation, which directly contributes to their ability to understand the intended message. Furthermore, Ahmed et al. (2024) specifically emphasize the effectiveness of diverse while-reading strategies in overcoming comprehension difficulties, suggesting that implementing these strategies can significantly enhance students' understanding of texts and consequently improve their overall academic performance.

In addition, in the study by Rehman et al. (2020) highlights the importance of while-reading strategies in enhancing student engagement with reading material. This increased engagement enables students to absorb key information from the text, ultimately helping them achieve their learning objectives successfully.

This finding confirms the research by Banditvilai (2020) highlights that the primary purpose of the follow-up phase (after-reading) is to help students process and internalize the information gained from their reading. This involves not only reviewing and concluding what they have read but, critically, enabling them to integrate this textual information into their own experiences and existing knowledge frameworks. This integration is further emphasized by Rehman et. al. (2020), who posits that after-reading strategies are vital for pupils to actively use their acquired knowledge from reading materials and subsequently integrate it with other language skills such as listening, speaking, and writing, thereby fostering holistic language development.

The broader impact of these strategies is underscored by Ajideh et al. (2024), whose findings revealed that both pre-reading and after-reading activities are successful in improving not only reading comprehension but also crucial affective factors like learners' self-regulation and reading motivation. This suggests that after-reading activities contribute to a more autonomous and engaged reader. While Ligudon & Ildefonso (2022) note the pedagogical challenges in teaching reading, including the application of post-reading tasks, their study implicitly acknowledges the widespread practice of assigning such tasks. This aligns with interview results indicating that educators commonly assign comprehension questions both in the classroom and for homework after reading, signifying a practical recognition of these strategies' importance in reinforcing understanding.

Therefore, the collective evidence posits that after-reading strategies are indispensable tools for solidifying comprehension, promoting critical thinking, facilitating the integration of new knowledge with existing schemata, and ultimately enabling students to achieve comprehensive learning outcomes from their reading experiences.

Motivation to Read of Students

Presented in table 2 is the level of perceived motivation to read of students as described in terms of involvement, strategies for reading, social, written expression, and persistence. The overall mean of 3.74, defined as high, with a standard deviation of 0.53, indicates that students' motivation to read is generally strong. A high level of reading motivation is essential as it directly affects students' engagement with texts, their perseverance when faced with challenging material, and ultimately, their reading comprehension and overall literacy development. Among the five indicators, the social recorded

the highest mean of 4.03, described as high, and a standard deviation of 0.77. The second-highest mean is strategies for reading, with a mean score of 3.85 which is high, and a standard deviation of 0.79. Additionally, the persistence with a mean score of 3.72 and a standard deviation of 0.78 is described as high, followed by involvement with a mean score of 3.61 and a standard deviation of 0.76 described as high. The last one is the written expression that obtained the lowest mean score of 3.47 and a standard deviation of 0.94, described as high.

Table 2
Level of Perceived Motivation to Read of Students

Indicators	SD	Mean	Descriptive Level
Involvement	0.76	3.61	High
Strategies for Reading	0.79	3.85	High
Social	0.77	4.03	High
Written Expression	0.94	3.47	High
Persistence	0.78	3.72	High
Overall	0.53	3.74	High

This finding aligns with the study by Kivak (2024), which highlights that reading motivation is influenced by various factors that drive a student's willingness to engage in reading activities. These factors include developing attitudes, values, and behaviors towards reading materials. Understanding reading motivation is crucial for educators, as highly motivated students are significantly more likely to read often and, as a result, develop stronger reading skills. Thus, the high level of motivation observed in this study suggests a solid foundation for improving reading comprehension and overall literacy among students, given the well-established relationship between motivation and reading proficiency.

Moreover, these findings resonate with the work of Barber & Klauda (2020), which underscores that successful reading comprehension is contingent not only upon cognitive abilities but also on the reader's motivation to engage with the text. Effective comprehension extends beyond mere word decoding; it necessitates the development of skills such as inferencing, synthesizing, and critical evaluation. Furthermore, reading motivation is of paramount importance as it significantly enhances the reader's capacity to navigate challenges and invest the necessary effort in understanding complex material. These cognitive processes can be either augmented or inhibited by the reader's willingness to engage, thereby establishing motivation as a critical factor in achieving a deeper comprehension of texts.

A high level of student involvement significantly enhances motivation in reading by fostering focused engagement and minimizing distractions. Engaged students are intrinsically driven to comprehend and apply the material, leading to improved reading proficiency and performance on assessments, as noted by Ho and Lau (2018). Their research indicates that children who enjoy reading and actively participate in related activities are more likely to excel in literacy. Additionally, Webber et al. (2013) underscore the vital role of student engagement in academic success, demonstrating a clear link between active participation and favorable educational outcomes. This reinforces the importance of student agency and involvement in cultivating an effective learning environment.

This suggests that motivation to read, particularly strategies for reading, is often true. Effective reading strategies are crucial for students as they not only enhance comprehension and engagement with texts but also significantly boost their motivation by providing a clear path to successful reading experiences.

In addition, Dreyer and Nel (2003) contend that effective strategies for teaching reading comprehension are essential for addressing the diverse needs of 21st-century students. Supporting this view, Par (2020) emphasizes the importance of empowering students to independently apply reading strategies, thereby enhancing their engagement and understanding of academic texts. Together, these studies advocate for a transition from traditional instructional methods to a learner-centered approach that fosters active student involvement, ultimately promoting deeper learning and academic success.

This finding supports the study conducted by Nguyen (2022) emphasizes the importance of pre-reading instructions and tailored reading comprehension strategies that align with students' individual abilities and personalities. By adopting such approaches, teachers can enhance student engagement and motivation to read, ultimately fostering a more effective learning environment.

This finding corroborates the research carried out by Allred and Cena (2020) emphasizes the role of social interactions in boosting students' motivation to read. Their findings indicate that allowing students to choose their reading materials and providing them with more opportunities for independent reading can significantly enhance their enjoyment and motivation towards reading. This suggests that when students feel a sense of ownership and personal connection to their reading choices, they are more likely to engage deeply and cultivate a lasting love for reading.

The findings from the study by Kent and Keller (2023) emphasize the significance of writing. They show that higher-order fluency and comprehension skills are related to writing activities and outcomes in different ways. These insights can help in developing targeted instruction and intervention strategies.

This suggest that persistence is shown through the motivation of students in reading. In addition, students having persistence can affect their motivation in reading because the determination to continue despite challenges reinforces the desire to engage with texts, creating a positive feedback loop. When students see their persistent efforts lead to comprehension and learning, it fuels their intrinsic motivation to tackle more complex reading tasks, fostering a deeper love for reading. Nurmalasari and Haryudin (2021) note that students struggle with text interpretation due to limited vocabulary and translation skills, hindering their understanding and ability to answer questions. Persistence is vital, as it builds resilience and motivation, helping students overcome reading challenges and improve comprehension over time.

These findings support the study of Kara & Bettahar (2024), which explains that when students take part in reading activities, they can sharpen their skills, grow their vocabulary, and boost their writing abilities through short stories. The study also emphasizes that persistence is important for building reading motivation, as it helps students stick with their reading goals even when they face difficulties.

Teaching-Reading Comprehension of Teachers

Displayed in Table 3 is the level of teaching-reading comprehension of teachers, as determined by their instructions, explaining, hints, modeling, feedback, and questioning. The teaching-reading comprehension of teachers has an overall mean of 4.58, which is described as very high, and a standard deviation of 0.33, indicating consistency of responses and reinforcing the reliability of these findings. This suggests that teaching-reading comprehension is always manifested, signifying its crucial role in reading instruction. Among the six indicators, modeling was rated as very high with a mean score of 4.64, and a standard deviation of 0.51. On the other hand, instructions, explaining, hints, and questioning had the same mean of 4.58, while feedback had the lowest mean of 4.52 define as high. This suggests that the responses are highly constant, demonstrating a commonality.

The importance of teachers effectively teaching-reading comprehension cannot be overstated, as it directly impacts students' ability to understand, interpret, and critically engage with texts across all subjects. Furthermore, strong reading comprehension skills are foundational for academic success and lifelong learning.

Table 3
Level of Teaching-Reading Comprehension of Teachers

Indicators	SD	Mean	Descriptive Level
Instructions	0.49	4.58	Very High
Explaining	0.47	4.58	Very High
Hints	0.51	4.58	Very High
Modeling	0.51	4.64	Very High
Feedback	0.52	4.52	Very High
Questioning	0.48	4.58	Very High
Overall	0.33	4.58	Very High

Teaching-reading comprehension is challenging because many students find reading boring, which decreases their motivation (Prayuda, 2023). This disinterest hampers their understanding of texts, highlighting the need for engaging and clear reading activities. Observations show that students often struggle to identify main ideas, extract specific information, and comprehend word meanings. This highlights the urgent need for innovative teaching strategies to nurture interest in reading and improve comprehension skills, which are essential for academic success. Similarly, Catts (2022) emphasizes that "Reading comprehension is not a skill someone learns and can then apply in different reading contexts. A sample size that ensures a 95% confidence level often falling within the 300 range for standard populations is sufficient to minimize bias and capture variability effectively, provided the prevalence of the variable of interest is not extremely rare. It is one of the most complex activities that readers engage in on a regular basis, and the ability to comprehend is dependent upon a wide range of knowledge and skills." This suggests that a simplistic approach to teaching comprehension is insufficient; instead, it demands a multifaceted understanding of how knowledge, vocabulary, and various cognitive processes interact.

Also, well-prepared teachers are essential for successful schooling, as their pedagogical knowledge and ability to transmit positive attitudes towards reading directly influence student engagement and outcomes (Orellana et al., 2024). Effective instruction involves explicitly teaching a range of comprehension strategies, such as activating prior knowledge, predicting, questioning, summarizing, inferring, and visualizing. Teachers need to model these strategies, guide students in their application, and provide opportunities for independent practice, ensuring students can apply them across different genres and subject areas. For instance, effective teachers use techniques like questioning, predicting, retelling, and picturing to promote comprehension, and they should align these tactics with students' individual needs and personalities to encourage greater engagement (Nguyen, 2022).

Comprehension in reading is described as receiving the appropriate and right message from the documented language and text (Latif et al., 2021). This definition underscores that reading is an active process of meaning-making, where the reader must accurately interpret the author's intended message from the written form to achieve true understanding.

In the study of Barber & Klauda (2020), emphasize that successful reading comprehension relies not only on strong cognitive skills but also on the motivation to understand the text. This means that even if a student can decode words well, their interest and desire to engage with the material are crucial. Without this drive to comprehend, they may struggle to maintain the mental effort needed for a deeper understanding.

Reading instruction that incorporates reading strategies and promotes strategic reading behavior has been found to be conducive and helpful in the development of a student's academic reading ability (Mokhtari et al., 2008). This approach not only equips students with essential skills to navigate complex texts but also emphasizes the crucial role that teachers play in guiding students through effective reading practices, ultimately enhancing their comprehension and critical thinking.

This finding confirms the study conducted by Nguyen, (2022), emphasizes that teachers should clearly communicate instructions to students prior to reading. Furthermore, teachers should adopt reading comprehension strategies tailored to each student's individual skills and personality, as this approach can significantly boost student engagement. When students feel that the material is suited to their abilities, they are more likely to participate actively and develop a deeper understanding of the content.

Simply passively receiving information is largely ineffective for developing deep reading comprehension (Rahman et al., 2022). Their research strongly advocates for active learning, where students are not just recipients of information but actively engage in constructing meaning. This highlights the importance of teachers providing effective reading instruction that encourages participation and critical thinking. Similarly, Sari et al. (2020) point out that students' difficulties in understanding reading materials contribute to their lack of comprehension, underscoring the necessity for teachers to implement strategies that address these challenges and facilitate better reading understanding. By incorporating targeted reading instructions that enhance students' skills in decoding and interpreting texts, teachers can empower learners to build confidence and proficiency in reading, ultimately improving their overall comprehension abilities.

This finding aligns with the study by Sibanda et al. (2024), emphasizing that effective teacher explanation is crucial because reading comprehension is not an automatic skill but a complex, learned process that often requires explicit guidance. When teachers explicitly explain concepts, strategies, and the nuances of text, they bridge the gap between a student's current understanding and the demands of the reading material.

Further, Edutopia (2023) provides practical strategies, such as pre-teaching vocabulary words before a read-aloud, discussing their meaning in context, providing student-friendly definitions, and engaging students in activities that connect words to their experiences. This direct instruction helps students bridge vocabulary gaps that would otherwise impede their understanding.

Hints promote active engagement. When teachers provide hints, they encourage students to actively participate in the reading process instead of being passive recipients of information. For instance, prompting students to "predict what will happen next" (Kampen, 2022), a hint that fosters engagement and establishes a purpose for reading. This active involvement, often sparked by thoughtful hints, is closely linked to improved reading achievement (Zhu et al., 2023). Hints serve as powerful scaffolding tools, guiding students toward deeper understanding and fostering independent learning.

Likewise, this finding supports the statement of Jacobs & Renandya (2021) highlight that a core characteristic of student-centered learning is students' active involvement in co-constructing knowledge with guidance from teachers and peers. This active process is significantly enhanced by strategic hints

from teachers, which act as crucial scaffolds, subtly guiding students towards deeper understanding and fostering their independent meaning-making in reading comprehension without directly providing answers.

The integration of visual materials (e.g., videos, pictures, graphic organizers) is highly effective in enhancing reading comprehension, and teacher modeling is key to their successful implementation. Teachers can model how to use graphic organizers to identify main ideas, extract details, or understand cause-and-effect relationships within a text (Hall, 2019). By demonstrating how to interpret images, diagrams, or flowcharts, teachers help students connect visual information with textual meaning, reducing cognitive load and facilitating deeper understanding (Asilestari et al., 2025)

According to Dewi et al. (2020), the more students engage in reading, the better they understand the meaning of texts, both explicitly and implicitly. This finding strongly supports the notion that consistent practice is essential for developing strong reading comprehension skills. In this context, teacher modeling becomes particularly important, as teachers can demonstrate effective reading strategies and behaviors. By showing students how to approach texts repeatedly, teachers help them build fluency and deepen their understanding, thereby promoting the practice that Dewi et al. emphasize as vital for improving comprehension.

Teachers' feedback plays a pivotal role in shaping their identity as readers and their self-concept (To et al., 2023). Feedback that supports student agency allowing students to choose areas for improvement or self-reflect on their learning enhances their engagement and motivation to actively incorporate the feedback received (To et al. 2023). This aligns with the understanding that reading enjoyment, often nurtured by supportive feedback, is a strong predictor of reading performance (Ho & Lau, 2018).

This finding confirms the study conducted by Ganesan et al. (2020) explicitly state that effective questioning techniques play a crucial role in both teaching and learning. Utilizing appropriate questioning methods allows teachers to gather valuable feedback from students, helping to gauge their comprehension of the material. By asking questions, teachers can pinpoint specific misconceptions, provide targeted interventions, and guide students back to the text to re-evaluate their understanding.

Moreover, questions are a powerful tool to engage students and ensure their active participation in the learning process (Cornell University, n.d.). Instead of passively listening or reading, students are prompted to think critically and respond. This active engagement has been directly linked to improved comprehension and retention of information (Wooclap, 2024; Chiles, M., 2024). When teachers ask questions strategically, they can transform a potentially mundane reading task into an interactive discussion, making the learning experience more dynamic and enjoyable.

In the findings of Rasyid (2023), it is indicated that the questioning strategy significantly improves critical thinking skills. This result suggests that teachers should use this strategy to help students develop their critical thinking abilities, moving them beyond surface-level comprehension to deeper analysis and evaluation of information.

Relationship between Variables

Table 4 presents the statistical significance of the relationship between perceived reading strategies and motivation to read of students. At a 0.05 level of significance, the overall p-value of less than 0.05 and the computed r-value of .362 indicate a strong positive correlation between the two variables perceived reading strategies and motivation to read of students. With this result, the null hypothesis is rejected. Moreover, among the five indicators, the strongest correlation is found in persistence, with an r-value of

0.301; followed by strategies for reading and written expression, with the same r-value of 0.249; social, with an r-value of 0.214; and the weakest correlation is observed at an r-value of 0.162 in involvement.

Table 4
Significance of the Relationship between Perceived Reading Strategies and Motivation to Read of Students

Perceived Reading Strategies	Motivation to Read of Students					
	Involvement	Strategies for Reading	Social	Written Expression	Persistence	Overall
Pre-reading Strategies	.118* .042	.199** .001	.149** .010	.157** .006	.172** .003	.244** .000
While-reading Strategies	.139* .016	.138* .016	.233** .000	.231** .000	.236** .000	.302** .000
After-reading Strategies	.092 .112	.200** .000	.084 .147	.151** .009	.241** .000	.236** .000
Overall	.162** .005	.249** .000	.214** .000	.249** .000	.301** .000	.362** .000

The findings of this study support the Social Cognitive Theory, which points that a student who perceives they have effective reading strategies will be motivated to engage in challenging reading task, persist despite initial difficulties, and attribute success to controllable internal factors such as effort and strategy use, thereby strengthening the connection between strategy use and motivation. The results also support the findings of Schunk & DiBenedetto (2020), emphasizing the importance of teachers' perceptions in promoting students' motivation to read, which can enhance their comprehension abilities. Furthermore, Wang et al. (2020) found that students with higher motivation in reading are more likely to read frequently or use diverse reading strategies that can enhance their reading achievement. Without motivation, children are less likely to employ metacognitive strategies (Sani et al., 2011).

Table 5
Significance of the Relationship between Perceived Reading Strategies of Students and Teaching-Reading Comprehension of Teachers

Students' Reading Strategies	Teaching Reading Comprehension						
	Instructions	Explaining	Hints	Modeling	Feedback	Questioning	Overall
Pre-reading Strategies	.289** .000	.225** .000	.271** .000	.238** .000	.310** .000	.243** .000	.400** .000
While-reading Strategies	.213** .000	.181** .002	.193** .001	.263** .000	.290** .000	.347** .000	.376** .000
After-reading Strategies	.284** .000	.245** .000	.326** .000	.292** .000	.361** .000	.277** .000	.453** .000

Overall	.363** .000	.301** .000	.367** .000	.368** .000	.446** .000	.402** .000	.570** .000
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Table 5 illustrates a moderate positive correlation between perceived reading strategies and teaching-reading comprehension of teachers. With an overall p-value of less than 0.05 and an r-value of 0.570, the results indicated that the students who actively apply reading strategies are more responsive to various teaching approaches, particularly when instruction is structured and interactive. With this result, the null hypothesis is rejected. Feedback emerged as the strongest contributor, with an r-value of 0.446. Followed by questioning with an r-value of 0.402. Modeling, hints, and instructions have an r-value of 0.368, 0.367, and 0.363, respectively, and explaining showed the weakest relationship with an r-value of 0.301.

In support of this finding, Banditvilai (2020) revealed that various reading strategies used by students can help them enhance their reading comprehension. Therefore, in order to foster effective learning environments for the students, teachers should adopt strategies that align with the diverse needs of their learners not only to improve comprehension skills but also promote motivation and engagement to the learners. Teachers play a crucial role in ensuring that learners are not only aware of essential reading comprehension strategies but also equipped with the skills to apply these strategies effectively (Tiba, 2023; Sibanda, Dippenaar, & Swart, 2024).

Table 6

Significance on the Relationship between Teaching-Reading Comprehension and Motivation to Read of Students

Teaching Reading Comprehension	Motivation to Read					
	Involvement	Strategies	Social	Written Expression	Persistence	Overall
Instructions	.147* .011	.310** .000	.124* .032	.070 .224	.233** .000	.266** .000
Explaining	.109 .059	.157** .006	.127* .028	.091 .114	.118* .041	.183** .001
Hints	.030 .599	.118* .040	.049 .399	.077 .183	.172** .003	.137* .018
Modeling	.102 .078	.059 .305	.088 .128	.102 .079	.045 .435	.122* .034
Feedback	.132* .022	.173** .003	.168** .003	.206** .000	.170** .003	.263** .000
Questioning	.032 .580	.231** .000	.151** .009	.123* .033	.196** .001	.225** .000
Overall	.140* .015	.263** .000	.178** .002	.170** .003	.236** .000	.302** .000

Presented in Table 6 the relationship between the teaching-reading comprehension and motivation to read of students. The hypothesis was tested at a 0.05 level of significance, and the results show an

overall positive, moderate correlation between teaching-reading comprehension and motivation to read of students, with an overall p-value of less than 0.05 and an r-value of 0.302. This result indicates the rejection of the null hypothesis. Moreover, the results show that all six indicators of teaching-reading comprehension of teachers have a significant relationship with strategies for reading, with a strongest correlation with an r-value of 0.263; followed by persistence with an r-value of 0.236, social with an r-value of 0.178, written expression with an r-value of 0.170. Moreover, involvement showed weakest correlation with an r-value of 0.140.

Collectively, the findings from Table 6 underscore the important role that comprehensive and engaging teaching-reading comprehension play in shaping students' intrinsic and extrinsic motivation to read. The findings of this study supported the Social Cognitive Theory, which suggests that the teacher's strong beliefs about the effectiveness of using diverse reading strategies that are suitable to the learners' needs foster motivation of the students to read, leading them to improve their reading comprehension skills. Teachers' self-efficacy is one of the strongest predictors of students engagement (Khalid and Akhter, 2021).

The results of Tables 4, 5, and 6 collectively indicate a robust and interconnected relationship between perceived students' reading strategies, teaching reading comprehension of teachers, and motivation to read of students. Students who actively use pre-, while-, and after-reading strategies are more motivated and also more responsive to various instructional methods. Moreover, reading strategies especially questioning, feedback, and instruction not only enhance reading comprehension but also positively influence students' motivation. These findings affirm that effective reading instruction must integrate strategic reading behaviors and motivational support to foster holistic reading development among students. Thus, educators are encouraged to intentionally combine explicit reading strategies with interactive teaching approaches to promote both comprehension and sustained reading engagement.

Mediation Analysis of the Three Variables

The data was submitted to medgraph following a linear regression analysis. The mediation analysis, based on the framework established by Baron and Kenny (1986), examines how a specific variable influences the relationship between two other variables.

Mediation analysis involves four steps for the third variable to be considered as a mediator. Presented in Table 7 are the steps that was categorized as Steps 1 to 4. As shown, Step 1 presents the significant direct effect of motivation to read. In Step 2, students' reading strategies exhibit a significant direct effect towards teaching reading comprehension, the mediator (M). Meanwhile, Step 3 presents the result of the analysis which suggests that teaching reading comprehension significantly predicts motivation to read. Furthermore, mediation analysis using medgraph is required to assess the significance of the mediation effect, since correlations have been identified among paths a, b, and c. This assessment will employ the Sobel z test. Full mediation occurs when the influence of the independent variable on the dependent variable is not statistically significant at the conclusion of the analysis. This suggests that the mediator variable serves as the complete mediator for all effects.

Additionally, when regression coefficient is significantly reduced on the last step and stays significant, and only partial mediation is attained, which suggests that a portion of students' reading strategies is mediated by teaching-reading comprehension of teachers, while other components are either directly influenced or indirectly affected by factors not involved in the paradigm. Furthermore, as observe in Step 4 (denoted as c'), the influence of students' reading strategies on motivation to read was even seen

to reduce after mediated by teaching-reading comprehension. With this, partial mediation occurred due to the fact that the effect was found to be significant at $p < 0.05$.

Table 7

Regression analysis showing the influence of students’ reading strategies on motivation to read as mediated by teaching reading comprehension

Step	Path	B	S.E.	β
1	c	.556	.083	.362***
2	a	.542	.045	.570***
3	b	.230	.105	.143*
4	c’	.431	.100	.281***

* $p < 0.05$, ** $p < 0.01$, *** $p = 0.000$

Furthermore, the result of the computation of mediating effects is shown in Figure 3. The Sobel test in table 8 yielded a z-value of 2.14, $p < 0.05$. This means that mediating effect is partial, such as that the original direct effect students’ reading strategies of motivation to read was reduced upon the addition of teaching-reading comprehension. The positive value of Sobel z indicates that the addition of teaching-reading comprehension reduces the effect of students’ reading strategies on motivation to read.

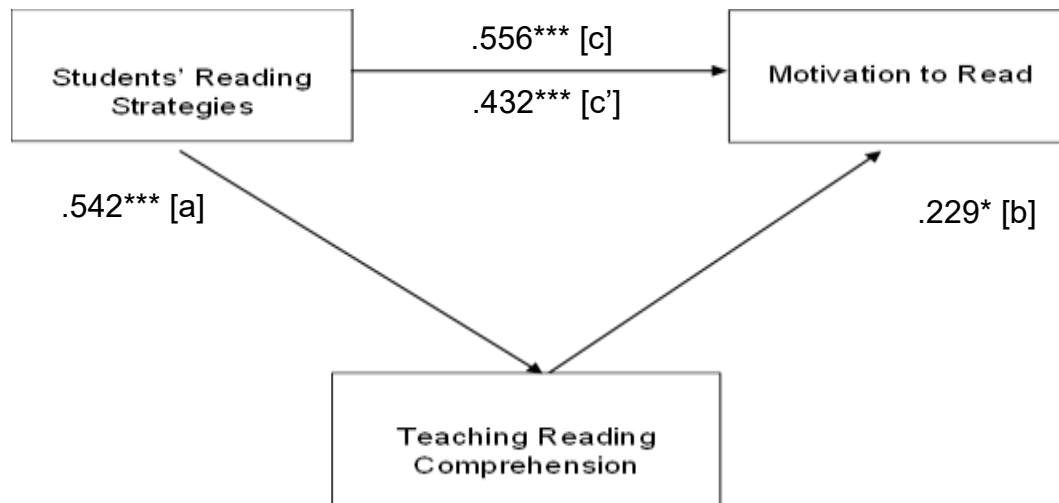
Table 8

Results of statistical analysis on the presence (or absence) of mediating effect

Combination of Variables	Sobel z	p-value	Mediation
<i>Students’ reading strategies</i> → teaching reading comprehension → <i>motivation to read</i>	2.149862	$p < 0.05$	Partial mediation

* $p < 0.05$

Additionally, the computed effect size for the mediation test seen between three variables is shown in the figure. The effect size determines the extent of the effect of students’ reading strategies on motivation to read can be associated with the indirect path. The total effect value of 0.556 is attributed to the beta of students’ reading strategies towards motivation to read. The direct effect value 0.431 is the beta of students’ reading strategies towards motivation to read with teaching reading comprehension included in the regression. The indirect effect value of 0.542 is the value obtained from the original beta between students’ reading strategies and motivation to read that now passes through teaching-reading comprehension to motivation to read ($a \cdot b$, where “a” denotes the path SRS \square TRC and “b” pertains to path between TRC \square MTR). The indirect effect is divided by the overall effect to obtain the ratio index; in this case, 0.542 by 0.556 equals 0.975. It seems that about 97% of the total effect of students’ reading strategies on motivation to read goes through teaching reading comprehension.



Mediation Analysis

Sobel z	2.149862, p<0.05***
Percentage of the total effect that is mediated	22.450274%
Ratio of the indirect to direct effect	0.289495

Effect Size Measures

Unstandardized Coefficients	
Total:	0.556
Direct:	0.431
Indirect:	0.542
Ratio Index:	0.975

Figure 3. Medgraph showing the variables of the study

CONCLUSION AND RECOMMENDATIONS

The findings revealed that the perceived reading strategies of public elementary school teachers in the Division of Tagum City, Davao del Norte, were always evident. It is further inferred that these teachers are very capable of utilizing these reading strategies inside the classroom. Further, these strategies suggest a positive learning environment where students are likely exposed to diverse techniques for improving their reading comprehension.

The motivation to read of students was also rated high. This showed that the motivation to read of students is often manifested. Further, these teachers generally possess a strong drive to engage with reading, particularly when it involves social interaction or the application of effective reading techniques. Additionally, teachers' motivation to read is crucial as it can positively influence their pedagogical practices, leading to more engaging and effective reading instruction for their students.

The teaching-reading comprehension of teachers in the Division of Tagum City, Davao del Norte was always manifested. It could be further inferred that these teachers were employing a wide range of highly effective strategies to teach reading comprehension. This strong performance provides an excellent baseline for further refinement and sharing of best practices among educators.

On the other hand, a positive correlation existed between the level of perceived students' reading strategies and motivation to read of students. The finding indicates that as students' strategies improve, their motivation to read tends to increase, and vice versa. Further, a moderately significant positive

relationship was found between perceived students' reading strategies and the teaching reading comprehension by public elementary school teachers in the Division of Tagum City, Davao del Norte. This highlights that teachers' efforts in teaching-reading comprehension are indeed associated with the development of perceived reading strategies of students. Furthermore, a strong positive relationship was identified between teaching-reading comprehension of teachers and motivation to read of students. It suggests that teachers' effective instruction in reading comprehension also plays a role in enhancing students' motivation to read. When teachers effectively break down reading complexities and guide students, it likely builds confidence and engagement, thereby increasing motivation.

The findings strongly indicate that perceived students' reading strategies significantly influence the teaching-reading comprehension of teachers. This suggests that as perceived students' reading strategies become more developed, teachers adapt and enhance their reading comprehension instruction, perhaps by building upon students' existing abilities or by focusing on more advanced strategies. Furthermore, it reveals that teaching-reading comprehension of teachers significantly influences motivation to read of students. This is a vital connection, implying that when teachers effectively teach reading comprehension, it positively impacts students' drive and enthusiasm for reading. Effective instruction likely builds confidence and competence, which are well-known drivers of motivation.

Lastly, the analysis uncovered a partial mediating effect of teaching-reading comprehension of teachers on the relationship between perceived reading strategies and motivation to read of students. While perceived reading strategies directly influence motivation, this effect is reduced when mediated by teaching-reading comprehension. This means that teachers' effective instruction in reading comprehension acts as an important pathway through which students' developing reading strategies translate into increased motivation. In other words, good strategies alone help, but when teachers skillfully teach comprehension, that effect on motivation is amplified and refined. The total effect of perceived reading strategies on motivation to read of students was 0.556, with a substantial 97% of this total effect passing indirectly through the teaching of reading comprehension. This highlights the profound role teachers play in bridging the gap between students strategies and their internal desire to read.

Recommendations

The perceived students' reading strategies were always evident, it's clear these educators are highly capable of fostering reading comprehension. To leverage this strength and drive continuous improvement, school administrators and district leaders actively facilitate peer-to-peer learning initiatives, particularly focusing on sharing innovative and effective while-reading strategies, which, while already strong, showed a slightly lower mean than pre- and after-reading strategies. This can be achieved through structured professional learning communities, mentorship programs, and the creation of a centralized digital repository of best practices, allowing teachers to collaboratively refine their techniques and ensuring that these highly capable educators serve as a valuable resource for one another, ultimately enriching the learning environment for all students.

The level of motivation to read of students was rated high, this can be elevated to a very high level. School administrators may capitalize on the identified strength of "social" motivation to read of students by actively fostering collaborative reading initiatives among teachers, such as peer-sharing sessions on reading strategies. This direct approach, coupled with ensuring easy access to diverse professional reading materials, will not only sustain and amplify teachers' personal reading enthusiasm but also

directly translate into more engaging and effective reading instruction for their students, thereby reinforcing the positive learning environment already evident in their classrooms.

The level of teaching-reading comprehension of teachers was rated very high, school administrators should actively encourage and facilitate peer mentorship and professional learning communities focused on showcasing successful strategies, particularly those related to "modeling", where teachers are already excelling. This continuous exchange will not only sustain but further refine existing pedagogical approaches, ensuring that the high commonality in effective teaching methods translates into even greater benefits for students' reading comprehension across the district.

The relationship between perceived reading strategies, motivation to read of students, and teaching-reading comprehension was positive and moderately significant, the school administrators and curriculum developers should prioritize an integrated approach to literacy programs in the Division of Tagum City, Davao del Norte. This means designing and implementing professional development that not only equips teachers with advanced reading comprehension strategies but also explicitly addresses how these strategies can be taught in ways that boost student motivation. For instance, workshops could focus on active learning techniques and choice-based reading activities that allow students to apply new strategies while engaging with texts they find interesting. By fostering a teaching environment where effective strategies are explicitly linked to increased confidence and enjoyment in reading, schools can create a powerful feedback loop that strengthens both students' skills and their desire to read. Since there are other factors that may possibly influence teaching-reading comprehension, further study on other variables may be explored involving different locales, sets of respondents, and methods of research.

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