

Reading Motivation and Reading Anxiety Among Readers: Basis for an Informational Literacy Development Program

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ABSTRACT

This study examines the relationship between reading motivation, reading anxiety, and reading outcomes among participants, with the aim of developing an informational literacy development program. The findings reveal high levels of reading motivation driven by social influences, personal achievement, curiosity, and variety in reading materials. However, significant reading anxiety related to embarrassment, fear of judgment, and public reading is also identified. The study shows that targeted support and interventions can dramatically improve reading levels and reduce reading anxiety, with significant influences of both reading motivation and anxiety on reading outcomes. The study highlights the importance of creating a supportive

and non-judgmental reading environment, providing diverse and engaging reading materials, and incorporating strategies to boost reading motivation and reduce anxiety. In addressing these factors and providing comprehensive support, an informational literacy development program can effectively enhance reading skills and reduce reading anxiety, ultimately improving overall literacy and learning outcomes. The study emphasizes the need for a holistic approach to literacy development that addresses both reading motivation and anxiety. In fostering a positive reading culture, celebrating achievements, and providing targeted support, literacy programs can help learners develop strong reading skills and confidence, leading to improved educational outcomes.

Keywords: *Reading Motivation, Reading Anxiety, Literacy Development*

INTRODUCTION

This study was anchored in the paramount imperative to remedy the interconnected challenges of low reading motivation and elevated reading anxiety among readers. Previous studies established that low reading-motivated learners frequently had weak reading profile, which subsequently exacerbated their anxiety over reading assignments (McBreen & Savage, 2020). This cycle of low motivation and high anxiety posed

serious obstacles to academic achievement and literacy development overall.

Reading motivation was determined to be a major predictor of the quality of learners' involvement in reading activities. Research indicated that motivated readers not only read more but also had improved reading comprehension ability (van der Sande et al., 2023). Yet, these readers usually did not have this inherent motivation, which caused them to decline in their reading skills and grades. The research sought to investigate the reasons behind low reading motivation in such learners and the most effective strategies for boosting their motivation.

Reading anxiety, on the other hand, was determined to be a major hindrance to reading success. Severe anxiety may result in avoidance behaviors, in which learners intentionally stayed away from reading activities to avoid the discomfort of experiencing anxiety (Conradi et al., 2014). This avoidance contributed to further impairment in their reading progress, resulting in a self-reinforcing cycle of poor performance and anxiety. The study aimed to explore the factors behind reading anxiety in readers and create interventions to dampen reading anxiety.

The significance of tackling both reading motivation and anxiety was highlighted by the potential long-term gains for learners' academic and personal development. In creating a positive reading context and

offering targeted intervention, teachers could assist readers in cultivating a more positive attitude towards reading, thus enhancing their overall literacy (Morgan et al., 2018). The research sought to offer a detailed insight into such issues and to establish the basis for an information literacy development program that would be applied in schools.

This research was motivated by the desire to shatter the cycle of low reading motivation and excessive reading anxiety in readers. Through the determination of the underlying causes of these problems and the creation of effective interventions, the research hoped to improve learners' reading experiences and facilitate their academic achievement. The results were anticipated to inform the construction of a strong informational literacy program that would be widely implementable to serve. This study measured the reading motivation and reading anxiety among readers. Results were used as basis for informational literacy development program.

This study aimed to address the persistent issues of low reading motivation and high reading anxiety among learners. By identifying the underlying causes and developing effective interventions, the research sought to enhance students' reading experiences and improve their academic performance. The findings were intended to serve as a foundation for the development of a comprehensive information literacy program that could be broadly implemented to support and empower readers.

METHODS

Research Design

The research utilized quantitative research design, using descriptive and ex post facto research methods, to examine the levels of reading motivation and reading anxiety of readers and their reading profile. The descriptive method was utilized to present a clear picture of the present state of these variables among the target population, which were readers in public elementary schools in the Division of Tarlac Province.

Participants and Locale

The primary data sources for this were direct responses from participants, who were readers from public elementary schools in the Tarlac Province Division. Data collection was done by using standardized questionnaires and reading assessments.

Sampling and Data Collection

The ex post facto method was used to investigate the interactions among reading motivation, reading anxiety, and reading achievement. The method was suitable because it enabled the researcher to investigate

pre-existing conditions and interactions without intervening in any variable. Data was gathered using standard questionnaires and reading tests. The degree of reading motivation was assessed by a validated scale of reading motivation, which comprised items measuring both intrinsic and extrinsic motivation. Reading anxiety was measured by a self-report scale that was aimed at capturing the frequency and severity of symptoms of anxiety in response to reading tasks. Reading profile was assessed with standardized reading tests that measured reading fluency, accuracy, and comprehension.

Data Analysis

The sample was chosen using stratified random sampling to represent schools and grades. Descriptive statistics were used to summarize the reading motivation, reading anxiety, and reading profile levels. Correlational analyses were carried out to explore the correlations between reading motivation, reading anxiety, and reading profile. Regression was employed to ascertain the predictive ability of reading motivation and anxiety on reading profile.

Ethical Considerations

The research utilized quantitative research design, using descriptive and ex post facto research methods, to examine the levels of reading motivation and reading anxiety of readers and their reading profile. The

descriptive method was utilized to present a clear picture of the present state of these variables among the target population, which were readers in public elementary schools in the Division of Tarlac Province.

RESULTS AND DISCUSSION

1. This study examines the relationship between reading motivation, reading anxiety, and reading outcomes among participants, with the aim of developing an informational literacy development program.
2. The findings reveal high levels of reading motivation driven by social influences, personal achievement, curiosity, and variety in reading materials.
3. However, significant reading anxiety related to embarrassment, fear of judgment, and public reading is also identified.
4. The study shows that targeted support and interventions can dramatically improve reading levels and reduce reading anxiety, with significant influences of both reading motivation and anxiety on reading outcomes.
5. The study highlights the importance of creating a supportive and non-judgmental reading environment, providing diverse and engaging reading materials, and incorporating strategies to boost reading motivation and reduce anxiety.
6. In addressing these factors and providing comprehensive support, an informational literacy

development program can effectively enhance reading skills and reduce reading anxiety, ultimately improving overall literacy and learning outcomes.

7. The highest mean scores of 4.86, described as "Excellent," are associated with feeling motivated to read when seeing others reading and feeling a sense of accomplishment when understanding what is read.
8. This suggests that social influences and personal achievement are significant motivators for reading.
9. The high scores indicate that creating a reading culture where reading is a shared activity and celebrating comprehension achievements can enhance reading motivation.
10. Monteiro (2013) found statistically significant increases in reading motivation when children were paired for tutorial reading sessions.

CONCLUSION AND RECOMMENDATIONS

Conclusions

High reading motivation among participants is driven by social influences, personal achievement, curiosity, and variety in reading materials.

Significant reading anxiety is related to embarrassment, fear of judgment, and public reading.

Targeted support and interventions can dramatically improve reading levels and reduce reading anxiety.

Reading motivation has a significant impact on reading outcomes, with higher motivation leading to better reading profiles.

Reading anxiety has a significant impact on reading outcomes, with higher anxiety leading to poorer reading profiles.

Recommendations

1. Develop literacy programs that create a reading culture, celebrate achievements, and provide diverse and engaging reading materials to enhance motivation.
2. Create supportive and non-judgmental reading environments, provide opportunities for practice, and offer strategies for dealing with time pressure, difficult texts, and comprehension questions to reduce reading anxiety.
3. Provide targeted support and interventions to improve reading skills and reduce reading anxiety, ensuring that learners can progress to higher reading levels.
4. Incorporate strategies to boost reading motivation in literacy programs, while also addressing other factors that influence reading abilities, such as access to resources and instructional support.
5. Implement strategies to reduce reading anxiety in literacy programs, including creating a supportive environment, providing practice opportunities, and

offering strategies for dealing with anxiety-inducing situations.

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