



READING MOTIVATION AND HOLISTIC DEVELOPMENT OF GRADE-10 SCIENCE, TECHNOLOGY, AND ENGINEERING STUDENTS AT BATANGAS CITY INTEGRATED HIGH SCHOOL

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ABSTRACT

A decline in reading interest among Grade 10 Science, Technology, and Engineering (STE) students at Batangas City Integrated High School is foreseen to be one of the concerns in the holistic development of students. As such, this study aims to investigate the reading motivation and the perceived influence of reading on the holistic development of these students. To gather data, this study adopted a descriptive-correlational method utilizing a combination of a researcher-made and standardized questionnaire – MRQ, 2004. The findings reveal notable differences between intrinsic and extrinsic motivation determinants among students. Despite these differences in motivation types, the study found that students perceive the influence of reading on their holistic development similarly. This suggests that while motivations may differ, recognizing the importance of reading remains consistent. More so, the implications of these findings are significant for educators. They might indicate a pressing need for targeted strategies aimed at enhancing reading engagement among students. Such strategies could include integrating more relevant and engaging reading materials into the curriculum, fostering a supportive reading environment, and utilizing collaborative learning techniques that encourage peer interaction around texts.

Keywords: Reading Motivation, Holistic Development, Intrinsic and Extrinsic Reading Motivations

INTRODUCTION

Reading is a vital gateway to knowledge and imagination, essential for the holistic development of high school students. It promotes academic success and fosters empathy as students engage with diverse characters and perspectives. A student's reading motivation is

influenced by intrinsic factors like curiosity and enjoyment, and extrinsic factors such as grades.

Research has frequently highlighted gender differences in reading motivation, making it a complex area of study. Some studies suggest similarities in engagement and performance between genders (Thums et al., 2020; Emefa et al., 2020), while others indicate that female students may exhibit greater overall motivation for

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reading than their male peers (Kurnaz and Pursun, 2022). These varying findings suggest that while both male and female students may be moderately motivated, nuances in specific dimensions of reading motivation remain a critical area of investigation. This study specifically addresses a foreseen decline in reading interest among the Grade 10 Science, Technology, and Engineering (STE) students at Batangas City Integrated High School. This potential decline is a significant concern, as it threatens to impede the holistic development of students within a specialized curriculum. It is therefore crucial to investigate not only the levels and types of reading motivation but also how these students perceive the influence of reading on their holistic growth.

As future educators, the researchers seek to understand reading motivation and its impact on students' growth. Their goal is to develop effective strategies and create supportive reading environments that foster a love for literature and contribute to students' overall development.

OBJECTIVE OF THE STUDY

This study aims to discover the reading motivation and the holistic development of the Grade-10 STE at Batangas City Integrated High School. Particularly, this study sought to find significant answers to the following: 1) To identify the profile of the respondents in terms of sex. 2) To determine the respondents' motivation to read using the Motivation for Reading Questionnaire (MRQ) by Wang and Guthrie. 3) To analyze respondents' perceptions on the influence of reading on their holistic development in terms of Academic Skills, Personal Development, and Social Interaction. 4) To discover the significant relationship between respondents' responses regarding their motivation to read and the perceived influence of reading on their holistic development. 5) To discover the significant difference in the responses of the Grade-10 STE students in terms of the factors that motivate them to read using the Motivation for Reading

Questionnaire (MRQ) when grouped according to sex. 6) To discover the significant difference in the responses of the Grade-10 STE students in terms of their perceived influence of reading on their holistic development when grouped according to sex. 7) To propose a reading enhancement program for Grade 10 Science, Technology, and Engineering (STE) students.

METHODOLOGY

In order to explore the reading motivation and the perceived impact of reading on the overall development of Grade 10 Science, Technology, and Engineering (STE) students at Batangas City Integrated High School, the researchers utilized a descriptive-correlational research approach. This method enables a detailed examination of students' reading motivation and their perceived effects of reading on their holistic growth, while also identifying the relationships and differences between these variables through describing, analyzing, interpreting, and recording data. Additionally, the study was grounded in theoretical and conceptual frameworks that illustrate the connection between students' reading motivation and the perceived influence of reading on their comprehensive development.

For data collection and analysis, the researchers applied appropriate statistical tools, including mean and standard deviation to assess the levels of reading motivation and perceived reading impact on holistic development, as well as Pearson Correlation to evaluate the significance of the relationship between the two variables.

RESULTS AND DISCUSSION

1. Reading Motivation of the Grade-10 STE Students according to the Motivation for Reading Questionnaire (MRQ)



1.1 Overall Dimensions of Reading Motivation among Grade-10 STE Students

Table 1
Overall Dimensions of Reading Motivation among Grade-10 STE Students

Possible Factors That Motivate Reading		Area Mean	Verbal Interpretation
Intrinsic	Curiosity	3.35	A lot like me
	Involvement	3.40	A lot like me
	Preference for Challenge	3.03	A little like me
	Recognition	3.28	A lot like me
Extrinsic	Grades	3.16	A little like me
	Social	2.55	A little like me
	Competition	2.71	A little like me
	Compliance	3.20	A little like me
Composite Mean		3.13	A little like me

The overall mean level of reading motivation among Grade 10 STE students was 3.13, indicating a moderate level of interest in reading, primarily driven by extrinsic factors related to academic performance, as noted by Tajizan et al. (2019). The strongest determinant of reading motivation was Involvement, with a mean score of 3.40, suggesting students are deeply engaged with their reading material. This aligns with findings by Guia (2024) and Dakhi et al. (2019), which highlight the crucial role of choice and goal setting in fostering intrinsic motivation. In contrast, the Social aspect scored the lowest at 2.55, indicating limited engagement in social reading activities, consistent with Guia (2024) and Dakhi et al. (2019). This suggests a significant opportunity for educators to enhance social reading practices, as also discussed by Asriati et al. (2020) More collaborative projects and reading circles to cultivate a sense of community and shared purpose that can further boost engagement and allow students to explore diverse perspectives through peer feedback.

1.2 Determinants of Reading Motivation of Grade-10 STE Students

The analysis of reading motivation among Grade 10 STE students revealed a moderate

overall mean of 3.12, with intrinsic factors being more significant than extrinsic ones. The Intrinsic Motivation mean score of 3.26 indicates that students are primarily driven by personal interest and enjoyment in learning, aligning with findings by Briones and De Lara (2018) and Pascual and Villanueva (2018) that link intrinsic motivation to higher academic performance.

Table 2
Determinants of Reading Motivation of Grade-10 STE Students

Types of Motivation	Mean	Verbal Interpretation
Intrinsic	3.26	A lot like me
Extrinsic	2.98	A little like me
Composite Mean	3.12	A little like me

In contrast, Extrinsic Motivation had a lower mean of 2.98, suggesting that external factors like grades are not the main driving force. While external motivators can play a role, as noted by critics like Tan and Sim (2018), they are less significant for these students.

Overall, the findings suggest that Grade 10 STE students are primarily motivated by internal rewards in reading. Educators should leverage this intrinsic motivation while recognizing the need for some external encouragement, especially when intrinsic interest may wane.

2. Perceived Influence of Reading on the Respondents' Holistic Development

2.1 in terms of Holistic Development

The findings indicate that Grade 10 STE students perceive reading as significantly beneficial for their holistic development, with a high composite mean score of 3.61. Participants strongly believe that reading enhances academic skills, personal development, and social interaction. The highest mean score was for Academic Skills, highlighting that reading boosts



critical thinking, vocabulary, comprehension, and writing skills, essential for success in analytical subjects (Gonzales & Abad, 2021; Lim & Villanueva, 2019).

Table 3
Respondents' Overall Perceptions on the Influence of Reading on their Holistic Development

Perceived Influence	Mean	Verbal Interpretation
Academic Skills	3.68	Strongly Agree
Personal Development	3.50	Strongly Agree
Social Interaction	3.66	Strongly Agree
Composite Mean	3.61	Strongly Agree

Moreover, students see reading as a valuable tool for personal growth, enhancing self-esteem and emotional intelligence and fostering empathy through exposure to diverse genres (Alvina & Leano, 2018; Calma, 2018; Soriano & Tabuzo, 2018). Critics note that benefits may be limited without active application and discussion in learning contexts (Cruz, 2018; Dela Cruz, 2018).

Additionally, reading is viewed as enhancing social interaction by improving communication skills and fostering connections through group activities like literature circles (Bernadette & Montano, 2018; Dizon & Reyes, 2018). However, some students prefer solitary reading, which can lead to social isolation, and the rise of digital media poses challenges to traditional reading's role in face-to-face engagement (Gonzalez, 2018; Santiago & Navarro, 2018). These insights underline the complex relationship between reading and social interaction, emphasizing the importance of individual preferences and collaborative practices.

2.2 In terms of Academic Skills

The findings reveal strong student agreement on the importance of academic skills for holistic development, with a composite mean score of 3.68. This indicates students recognize

the vital role of academic competencies in their overall growth, including intellectual, emotional, and social aspects. The statement about the importance of reading materials and encouragement for vocabulary improvement received the highest mean of 3.74, emphasizing its significance for academic success.

Table 4
Perceived Influence of Reading on Respondents' Holistic Development in Terms of Academic Skills

In terms of academic skills, I...	Mean	Verbal Interpretation
1. read extensively as it helps me write clearly, concisely, and creatively.	3.70	Strongly Agree
2. read for the purpose of passing the exams.	3.55	Strongly Agree
3. read as it improves my ability to analyze information and form opinions.	3.72	Strongly Agree
4. read self-selected materials because they has a strong positive impact on my education.	3.67	Strongly Agree
5. believe that having the right materials and being encouraged to read more will help me improve my vocabulary.	3.74	Strongly Agree
Area Mean	3.68	Strongly Agree

Consistent reading is linked to a larger vocabulary, essential for student achievement. Research indicates that students who read regularly encounter more words and learn their usage in context (Samuel, 2022; Cain & Oakhill, 2011).

2.3 In terms of Personal Development

Table 5
Perceived Influence of Reading on Respondents' Holistic Development in Terms of Personal Development

In terms of personal development, I...	Mean	Verbal interpretation
1. have noticed that I am more likely to put myself in someone else's shoes after reading.	3.39	Strongly Agree
2. believe that reading provides access to knowledge and skills needed for various aspects of life, including my career.	3.67	Strongly Agree
3. believe that up-to-date reading materials are aligned with my interests and encourage me to create a graphic organizer to make my reading space more engaging.	3.48	Strongly Agree
4. read as it makes me confident in speaking up for myself.	3.46	Strongly Agree
5. feel more confident in my ability to communicate my thoughts and feelings after reading.	3.48	Strongly Agree
Area Mean	3.50	Strongly Agree

The findings show that students strongly believe personal development is crucial for holistic



growth, with a high mean score of 3.50. They especially value reading for providing essential knowledge and skills for life and career (mean of 3.67). This indicates an awareness of literacy as a key tool for personal and professional advancement, supported by research linking motivation and self-efficacy to engagement and comprehension (Gunasinghe et al., 2020; Patra et al., 2022).

2.4 in Terms of Social Interaction

Table 6
Perceived Influence of Reading on Respondents' Holistic Development in terms of Social Interaction

In terms of social interaction, I...	Mean	Verbal Interpretation
1. believe that reading has fostered a sense of shared humanity and understanding between myself and others.	3.69	Strongly Agree
2. am more likely to understand and respond to the emotional needs of others after reading about similar situations in books.	3.63	Strongly Agree
3. read as it helped me connect with people who share similar interests, even if they are from different backgrounds.	3.64	Strongly Agree
4. believe that reading has provided me with the knowledge and skills necessary to lead a community effectively.	3.61	Strongly Agree
5. read about different perspectives as it helped me to be more open-minded and understanding in social situations.	3.73	Strongly Agree
Area Mean	3.66	Strongly Agree

The data reveal a strong consensus among Grade 10 STE students on the vital role of Social Interaction in their holistic development, indicated by a mean score of 3.66. They particularly agreed with the statement about reading diverse perspectives enhancing open-mindedness, scoring 3.73. This underscores their belief in reading and discussions as tools for building empathy and navigating social situations. Supporting studies by Lin et al. (2020) and Wolgast et al. (2018) emphasize that engaging with varied cultural narratives improves empathy and social perspective-taking.

Moreover, interacting with different viewpoints fosters open-mindedness and emotional intelligence, as shown by Miaura et al. (2020), who noted that understanding others' perspectives can reduce stubbornness. Overall, students view reading as essential for nurturing empathy, reducing biases, and promoting a more

understanding society through active perspective-taking.

3. Relationship Between Respondents' Responses in terms of Their Motivation to Read and the Perceived Influence of Reading on Their Holistic Development

3.1 Intrinsic Motivation

Table 7
Significant Relationship Between Respondents' Responses Regarding Their Intrinsic Motivation and Holistic Development

Perception	F-Value	P-Value	Decision Ho	Verbal Interpretation
Academic Skills	21.88	0.00	Reject	Significant
Personal Development	17.96	0.00	Reject	Significant
Social Interaction	22.86	0.00	Reject	Significant

The findings reject the null hypothesis for all variables, indicating a significant relationship between intrinsic reading motivation and holistic development, particularly in academic skills and personal growth. High intrinsic motivation correlates with improved academic performance and study skills (Elvina and Quirap, 2024). Moreover, intrinsic motivation supports personal development by encouraging knowledge-seeking for growth, thereby enhancing reading competence (Guia et al., 2024). The findings underscore the importance of cultivating intrinsic motivation to strengthen academic engagement and promote positive social interactions.

3.2 Extrinsic Motivation

Table 8
Significant Relationship Between Respondents' Responses Regarding Their Extrinsic Motivation and Holistic Development

Perception	F-Value	P-Value	Decision Ho	Verbal Interpretation
Academic Skills	21.69	0.00	Reject	Significant
Personal Development	18.49	0.00	Reject	Significant
Social Interaction	22.22	0.00	Reject	Significant

The findings reveal a significant link between extrinsic reading motivation and its



perceived impact on holistic development, particularly in Academic Skills, where rewards correlate with improved performance (Capuyan et al., 2024). Research on Alternative Learning System (ALS) students supports this, indicating that enhanced extrinsic motivation leads to better academic outcomes (Idulsa and Luzano, 2024). However, excessive reliance on external incentives may weaken intrinsic motivation (Idulog et al., 2023; Manansala and Jimenez, 2020). Furthermore, extrinsic motivation also positively affects Personal Development and Social Interaction, as recognition from peers and educators shapes reading habits and literacy skills (Gulay and Pontillas, 2024; Mendoza, 2024). While effective for short-term engagement, a balance is needed to foster intrinsic motivation for lifelong reading enjoyment.

4. Significant Difference in the Respondents' Responses in terms of their Reading Motivation

4.1 Factors that Affect Reading Motivation of the Respondents when grouped according to Sex

Table 9
Significant Difference in Factors that Affect Reading Motivation of the Respondents when grouped according to Sex

MRQ Dimensions	F-Value	P-Value	Decision Ho	Verbal Interpretation
Curiosity	1.04	0.33	Accept	Not Significant
Involvement	1.53	0.24	Accept	Not Significant
Preference for Challenge	1.90	0.21	Accept	Not Significant
Recognition	4.99	0.05	Reject	Significant
Grades	0.19	0.68	Accept	Not Significant
Social	3.03	0.11	Accept	Not Significant
Competition	13.49	0.00	Reject	Significant
Compliance	1.06	0.34	Accept	Not Significant

The analysis of reading motivation across genders reveals that most MRQ dimensions show no significant differences, except for Recognition and Competition ($P < 0.05$), indicating distinct extrinsic motivations for males and females.

Female students demonstrate greater overall reading motivation and engage more with competition, while male students see reading primarily as an in-school task and need a recognition-driven culture to enhance their involvement (Kurnaz and Pursun, 2022). Intrinsic motivations, such as curiosity and preference for challenge, do not vary significantly across genders, nor do extrinsic factors like Social motivation and Grades. These findings suggest the need for gender-informed reading programs to foster an acknowledgment-driven environment, particularly for male students.

4.2 Specific Factors that Affect Reading Motivation of Respondents when Categorized according to Sex

Table 10
Significant Difference in the Specific Factors that Affect Reading Motivation of Respondents when Categorized according to Sex

MRQ Dimensions	Male		Female	
	Mean	VI	Mean	VI
Curiosity	3.43	A lot like me	3.30	A lot like me
Involvement	3.48	A lot like me	3.36	A lot like me
Preference for Challenges	3.13	A little like me	2.97	A little like me
Recognition	3.19	A little like me	3.34	A lot like me
Grades	3.21	A little like me	3.13	A little like me
Social	2.76	A little like me	2.42	A little different from me
Competition	2.96	A little like me	2.56	A little like me
Compliance	3.30	A lot like me	3.13	A little like me
Composite Mean	3.18	A little like me	3.03	A little like me

Findings reveal that both genders show similar overall reading motivation (3.18 for males vs. 3.03 for females), with no statistically significant difference. Males demonstrate slightly higher curiosity, a stronger preference for challenging materials, and greater motivation from competition. Females value recognition more and are less influenced by social factors. Both genders exhibit similar involvement levels and motivation related to grades and compliance.

4.3 Significant Difference in the Overall Reading Motivation of Respondents



The table demonstrates a statistically significant difference in the overall reading motivation of respondents. With a P-value <0.05, the results indicate that the observed difference is unlikely to have occurred by chance.

Table 11
Significant Difference in the Overall Reading Motivation of Respondents

Types Of Reading Motivation	F-Value	P-Value	F-Critical Value	Decision Ho	Verbal Interpretation
Intrinsic and Extrinsic	12.9	0.00	4.06	Reject	Significant

The F-value surpasses the critical value of 4.06, further supporting the rejection of the null hypothesis. This finding suggests that there are distinct variations in how motivated individuals are to engage in reading.

Table 12
Significant Difference in the Overall Reading Motivation of Respondents when Categorized according to Sex

Types Of Reading Motivation	Male			Female		
	Mean	Vi	Rank	Mean	Vi	Rank
Intrinsic	3.35	A lot like me	1	3.21	A little like me	1
Extrinsic	3.10	A little like me	2	3.00	A little like me	2
Composite Mean	3.22	A little like me		3.06	A little like me	

The table shows that males have a higher mean score (3.35) than females (3.21) for intrinsic motivation, indicating that males are more likely to be motivated to read for enjoyment and personal interest. Both males and females have similar mean scores (3.1 for males and 3 for females) for extrinsic motivation, suggesting that both groups are equally motivated to read for external rewards or pressure. Determining the composite mean, it was revealed that males (3.22) are slightly higher than females (3.06), indicating that overall, males tend to be more motivated to read than females.

5. Significant Difference in terms of the Perceived Influence of Reading on the Respondents’ Holistic Development according to Sex

The table indicates that male and female students perceive reading similarly regarding its impact on academic performance, personal development, and social interactions, with p-values of 0.27, 0.13, and 0.62, respectively, suggesting no statistically significant differences.

Table 13
Significant Difference in terms of the Perceived Influence of Reading on the Respondents’ Holistic Development according to Sex

Perception	F-Value	P-Value	Decision Ho	Verbal Interpretation
Academic Skills	1.41	0.27	Accept	Not Significant
Personal Development	2.93	0.13	Accept	Not Significant
Social Interaction	0.26	0.62	Accept	Not Significant

Overall, Grade 10 students value reading for its contributions to their academic success and personal growth. Hernani (2024) supports these findings, noting that regular reading practice is crucial for improving comprehension and academic performance.

Table 14
Significant Difference in Terms of the Perceived Influence of Reading on the Respondents’ Holistic Development when grouped according to Sex

Perception	Male			Female	
	Mean	Verbal Interpretation	Rank	Mean	Verbal Interpretation
Academic Skills	3.64	Strongly Agree	1.5	3.70	Strongly Agree
Personal Development	3.42	Strongly Agree	3	3.54	Strongly Agree
Social Interaction	3.64	Strongly Agree	1.5	3.67	Strongly Agree
Area Mean	3.56	Strongly Agree		3.64	Strongly Agree

Both male and female respondents acknowledge the positive influence of reading in their lives, particularly on academic performance and social interaction. However, females perceive a stronger impact on personal development and the environment. Females also exhibited a higher area mean in terms of reading’s perceived benefits, suggesting the importance of promoting reading habits among them. Research by Cunningham (2018) shows that these students



often engage more deeply in reading activities, correlating with better academic outcomes.

6. Proposed reading enhancement program for Grade 10 Science, Technology, and Engineering (STE) students

Based on the findings of the study, the following programs are proposed. These programs focus on creating a supportive environment and actively engaging students in reading.

1. Enhance Student Engagement through “Book Voyagers.”

Create a holistic approach to enhance student involvement in reading by focusing on strategies that foster deeper engagement, critical thinking, and a greater understanding of the text, such as reading aloud or silent reading.

2. Promote Social Reading through “The Book-Nook Club.”

Encourage collaborative reading experiences, such as book clubs or peer reading sessions, to build community and shared interest in texts. Facilitating reading programs – such as friendly reading competitions also builds connection and collaboration with peers.

Implement interactive strategies, such as group discussions or reading challenges, that make reading more enjoyable and relatable to students

3. Strengthen the Perception of Reading Influence Through “Learning Lab”

Raise awareness about the importance of reading for academic performance and personal growth, which enhances comprehension and critical thinking skills while expanding students' knowledge bases, such as annotating text to further understand the meaning.

CONCLUSION

Based on the study's findings, the following conclusions are made:

1. In the Grade 10 STE population at Batangas City Integrated High School, 46 are males (38%), and 76 are females (62%).
2. Grade 10 students show moderate motivation to read, engaging deeply with texts and enhancing comprehension skills. They visualize texts and enjoy reading, but share their experiences less frequently, indicating low social motivation.
3. Students recognize reading as essential for their holistic development, with academic skills seen as highly influential. There is strong agreement on the impact of reading on overall growth, emphasizing the importance of fostering a love for reading.
4. Both intrinsic and extrinsic motivators significantly influence respondents' holistic development, suggesting that personal enjoyment combined with external incentives can enhance growth.
5. Among the 8 dimensions of reading motivation, only recognition and competition were significant, indicating gender distinctions. Males exhibited higher overall reading motivation compared to females.
6. There is no significant difference in the perceived influence of reading on holistic development by gender; this suggests that reading promotion strategies can effectively target all students.
7. A reading enhancement program was proposed to foster a love of reading.

RECOMMENDATIONS

From the study's findings, the following recommendations are offered:

1. Encouraging Social Reading: Teachers should create book clubs or paired reading



activities to foster discussion and engagement among students. Small groups can enhance comprehension and critical thinking, guided by teacher-led questions. Incorporating creative projects can further enrich the experience and encourage collaboration through reading programs or competitions.

2. Highlighting Reading Benefits: Educational institutions should provide materials to motivate students and enhance their reading skills, ensuring they receive support from both teachers and institutions, which can lead to greater engagement and competitiveness.
3. Self-Encouragement: Students should take the initiative to motivate themselves in their reading endeavors, transforming reading from an assignment into a journey of lifelong learning.
4. Expanding Research Scope: Future studies should span various public and private schools to gain broader insights into reading motivation across different demographics. This will improve the understandability and relevance of findings in a variety of educational contexts.

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