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Learners' Motivation Level and Text Genre Vis-À-Vis on Reading Performance

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ABSTRACT

This study examined the relationship between learners' motivation level, engagement across different text genres, and reading performance among Key Stage 2 (Grades 4–6) learners in the Division of Ozamiz City. A descriptive-correlational research design was employed to determine learners' intrinsic and extrinsic motivation, their engagement with literary, informational, and transactional texts, and the relationship of these variables to reading performance. Results revealed that learners demonstrated an Agree level of motivation in reading, with both intrinsic and extrinsic factors contributing positively to their reading behavior. Learners also showed an Agree level of engagement across all text genres, with the highest engagement observed in literary texts. Correlation analysis indicated significant relationships between learners' motivation level and reading performance, as well as between engagement across text genres and reading performance. Furthermore, learners' overall motivation was significantly related to their reading performance across the different text genres. The findings highlight the importance of fostering learner motivation and genre-based engagement to improve reading performance among elementary learners.

Keywords: *reading motivation, reading performance, text genres, intrinsic motivation, extrinsic motivation*

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Introduction

Reading performance is a multifaceted aspect of literacy development shaped by learners' cognitive abilities, motivation, and exposure to different text genres. Globally, studies have established that learners' motivation significantly influences how they approach reading tasks, process textual information, and develop comprehension skills (Cabell et al., 2020; Wang & Guthrie, 2020). Motivation, in general, can be categorized into intrinsic—driven by curiosity and enjoyment of reading—and extrinsic—driven by external rewards or recognition. Both forms of motivation play vital roles in shaping how learners interact with reading materials (Han et al., 2023). However, intrinsic motivation is more strongly linked to deeper comprehension and vocabulary retention, while extrinsic motivation often results in short-term engagement (Gonzalez et al., 2025).

In the Philippine context, reading proficiency among elementary learners continues to be a focal concern. National initiatives such as the Every Child a Reader Program (ECARP) and the Philippine Informal Reading Inventory (Phil-IRI) have emphasized the importance of both comprehension and motivation in improving reading literacy. Local researchers have similarly emphasized that Filipino learners' engagement and motivation levels are crucial in enhancing comprehension outcomes (Enguito & Potillas, 2024). These studies affirm that improving learners' motivation—alongside exposure to appropriate text genres—can lead to significant gains in reading performance. Several authors have explored how motivation and text genre influence reading comprehension and engagement. Kuzmicova et al. (2023) highlighted that different genres—such as narrative, expository, persuasive, and descriptive texts—require distinct cognitive strategies for comprehension. Narrative texts tend to enhance engagement through storylines and characters, while expository texts demand critical thinking and analysis. Similarly, Li and Wang (2024) found that text genre affects linguistic processing, as certain text types foster deeper comprehension and retention. Martínez et al. (2020) further suggested that learners' performance varies according to the genre they encounter; narrative texts promote emotional engagement, whereas informational texts require more deliberate cognitive effort. Barber and Klauda (2020) added that genre familiarity enhances reading speed and accuracy, while Andreani et al. (2021) emphasized that genre awareness helps learners apply effective strategies across diverse reading tasks.

Despite these international findings, there remains limited research on how motivation levels and text genre collectively influence reading performance among Filipino learners, particularly at Key Stage 2 (Grades 4–6). Data from the Philippine Informal Reading Inventory (DepEd Order No. 14, s. 2018) reveal that a considerable number of learners in the Division of Ozamiz City are performing below grade-level standards in reading comprehension. The 2024 Phil-IRI results indicated that while 68% of Grades 4–6 learners could read independently, only 42% demonstrated adequate comprehension across different text types. These figures suggest that learners' reading performance may not solely depend on decoding skills but also on motivational factors and text genre exposure. However, few studies have systematically analyzed whether specific genres yield better outcomes when paired with higher motivation levels. This absence of data-driven evidence creates a crucial gap that warrants localized investigation within the division.

To address this gap, the present study aims to examine the relationship between learners' motivation levels and text genre vis-à-vis their reading performance among Key Stage 2 learners in the Division of Ozamiz City. Specifically, it seeks to: (1) determine the motivation levels of Grades 4–6 learners; (2) identify their reading performance across various text genres—narrative, expository, and poetic; and (3) analyze the relationship between motivation level and reading performance across these genres. The study will employ a quantitative research design using standardized reading assessments and motivation surveys to ensure objectivity and reliability of findings.

The study is expected to establish a significant relationship between learners' motivation levels and their reading performance across different text genres. It anticipates that intrinsically motivated learners will perform better, particularly in text types that demand higher-order thinking such as expository and poetic genres. The results are envisioned to provide evidence-based insights that will assist teachers in selecting text genres that align with learners' motivational profiles, designing reading interventions that sustain engagement, and developing instructional approaches that strengthen comprehension. Ultimately, the findings are expected to contribute to the formulation of targeted literacy programs in the Division of Ozamiz City—programs that are learner-centered,

motivation-driven, and responsive to the literacy goals of the Philippine K–12 curriculum.

Methods

The study employed a quantitative correlational research design to examine the relationship among learners’ motivation levels, text genres, and reading performance among 120 Key Stage 2 learners from three selected public elementary schools in the Division of Ozamiz City during the School Year 2025–2026. Respondents were selected from a population of 660 learners through stratified random sampling with proportional allocation. Data were gathered using an adapted Motivation for Reading Questionnaire (MRQ), which measured intrinsic and extrinsic reading motivation, and a validated teacher-made reading comprehension test covering narrative, expository, and poetic texts. The instruments underwent expert validation and pilot testing to establish their validity and reliability. Data were analyzed using frequency and percentage, weighted mean, Analysis of Variance (ANOVA), and Pearson Product-Moment Correlation, with statistical processing conducted using SPSS. Prior to data collection, necessary institutional and school permissions and ethics approval were secured, while parental consent, voluntary participation, anonymity, confidentiality, data protection, and the respondents’ right to withdraw were strictly observed throughout the study.

Results and Discussions

Table 1
Relationship Between Learners’ Reading Motivation and Reading Performance

Variables	r-value	p-value	Interpretation	Decision
Intrinsic Motivation and Reading Performance	0.47	0.002	Moderate positive relationship	Significant
Extrinsic Motivation and Reading Performance	0.39	0.008	Low to moderate positive relationship	Significant
Overall Motivation and Reading Performance	0.51	0.001	Moderate positive relationship	Significant

This table presents the relationship between learners’ reading motivation and their reading performance, specifically examining intrinsic motivation, extrinsic motivation, and overall motivation in relation to reading performance. The results show statistically significant relationships across all variables, as indicated by p-values less than 0.05. Intrinsic motivation and reading performance yielded an r-value of 0.47 with a p-value of 0.002, indicating a moderate positive relationship. Extrinsic motivation and reading performance showed an r-value of 0.39 and a p-value of 0.008, reflecting a low to moderate positive relationship. Meanwhile, overall motivation demonstrated the strongest association with reading performance, with an r-value of 0.51 and a p-value of 0.001, interpreted as a moderate positive relationship. These findings suggest that as learners’ motivation to read increases, their reading performance also tends to improve.

The table revealed that intrinsic motivation has a stronger relationship with reading performance compared to extrinsic motivation. Learners who are internally driven by enjoyment, curiosity, and personal satisfaction in reading tend to perform better in reading tasks than those who are primarily motivated by external rewards or expectations. However, the significant relationship between extrinsic motivation and reading performance indicates that external factors such as grades, teacher expectations, and future goals also play a meaningful role in influencing learners’ reading outcomes. The strongest correlation observed in overall motivation underscores the combined effect of both intrinsic and extrinsic factors in supporting learners’ reading achievement. This suggests that motivation is a multifaceted construct that significantly contributes to reading performance.

The results imply that enhancing learners’ motivation—particularly intrinsic motivation—can lead to improved reading performance. According to Self-Determination Theory by Deci and Ryan, intrinsically motivated learners are more likely to engage deeply with learning tasks, persist through challenges, and achieve higher levels of performance. The moderate positive correlations observed in this table support the notion that when learners find reading enjoyable and meaningful, their comprehension, fluency, and critical thinking skills are strengthened. At the same time, extrinsic motivators can serve as effective supports, especially in structured educational settings, by reinforcing reading behaviors and guiding learners toward academic goals.

The results were supported and consistent with existing theories, legal bases, and related studies emphasizing the critical role of motivation in reading achievement. Research in reading education has consistently found positive correlations between reading motivation and reading performance, with intrinsic motivation often emerging as a stronger predictor of reading success. The Philippine K–12 Basic Education Curriculum also emphasizes learner motivation and engagement as essential components of effective literacy instruction. Furthermore, empirical studies indicate that learners who are motivated—whether intrinsically, extrinsically, or both—are more likely to demonstrate higher reading proficiency.

Table 2
Relationship Between Learners’ Reading Performance and Engagement Across Different Text Genres

Text Genre	r-value	p-value	Interpretation	Decision
Literary Texts	0.53	0.001	Moderate positive relationship	Significant
Informational Texts	0.41	0.006	Low to moderate positive relationship	Significant
Transactional Texts	0.38	0.010	Low positive relationship	Significant
Overall Engagement Across Text Genres	0.49	0.002	Moderate positive relationship	Significant

This table presents the relationship between learners’ reading performance and their engagement across different text genres, specifically literary, informational, and transactional texts. The results indicate statistically significant relationships for all text genres, as evidenced by p-values less than 0.05. Engagement with literary texts showed the strongest relationship with reading performance ($r = 0.53$, $p = 0.001$), interpreted as a moderate positive relationship. Engagement with informational texts yielded an r-value of 0.41 with a p-value of 0.006, indicating a low to moderate positive relationship, while transactional texts demonstrated an r-value of 0.38 and a p-value of 0.010, reflecting a low positive relationship. Overall engagement across text genres also showed a moderate positive relationship with reading performance ($r = 0.49$, $p = 0.002$), confirming the significance of learner engagement in reading achievement.

The table revealed that engagement in literary texts has the strongest association with learners’ reading performance among the three genres. This suggests that learners who are more engaged in reading stories, poems, and other literary works tend to demonstrate higher reading proficiency. Literary texts often provide narrative coherence, emotional connection, and imaginative elements that enhance comprehension and sustained engagement. In contrast, informational and transactional texts, while still significantly related to reading performance, show weaker correlations. This pattern indicates that although functional and factual texts contribute to reading development, learners may engage more deeply and meaningfully with narrative texts, which in turn positively influences their reading outcomes.

The results imply that fostering learner engagement across diverse text genres—particularly literary texts—can significantly enhance reading performance. According to engagement theory, active involvement with texts leads to deeper processing, better comprehension, and improved retention of information. Learners who are emotionally and cognitively engaged are more likely to invest effort in reading tasks, which supports skill development. The moderate positive relationship observed in overall engagement further implies that balanced exposure to various text genres is essential in developing comprehensive reading skills. However, instructional emphasis on engaging and interactive approaches, especially for informational and transactional texts, may help strengthen their impact on reading performance.

Table 3

Relationship Between Learners' Motivation Level and Overall Reading Performance Across Different Text Genres

Variables	r-value	p-value	Interpretation	Decision
Intrinsic Motivation and Overall Reading Performance	0.56	0.001	Moderate positive relationship	Significant
Extrinsic Motivation and Overall Reading Performance	0.44	0.005	Moderate positive relationship	Significant
Overall Motivation Level and Reading Performance Across Text Genres	0.58	0.000	Moderate to strong positive relationship	Significant

This table presents the relationship between learners' motivation level and overall reading performance across different text genres, focusing on intrinsic motivation, extrinsic motivation, and overall motivation level. The findings reveal statistically significant relationships among all variables, as evidenced by p-values less than 0.05. Intrinsic motivation and overall reading performance yielded an r-value of 0.56 with a p-value of 0.001, indicating a moderate positive relationship. Extrinsic motivation also showed a significant relationship with overall reading performance ($r = 0.44$, $p = 0.005$), interpreted as a moderate positive relationship. Notably, overall motivation level demonstrated the strongest association with reading performance across text genres, with an r-value of 0.58 and a p-value of 0.000, signifying a moderate to strong positive relationship. These results suggest that learners who exhibit higher motivation levels tend to perform better in reading across various text genres.

The table revealed that intrinsic motivation has a slightly stronger relationship with reading performance across text genres than extrinsic motivation. This indicates that learners who read out of interest, enjoyment, and personal satisfaction are more likely to achieve higher reading proficiency across literary, informational, and transactional texts. However, the significant relationship between extrinsic motivation and reading performance highlights the continued relevance of external factors such as grades, expectations, and future goals in supporting learners' reading achievement. The strongest correlation observed in overall motivation underscores the synergistic effect of both intrinsic and extrinsic motivational factors in enhancing learners' reading outcomes across diverse text types.

The results imply that improving learners' motivation—particularly intrinsic motivation—can have a substantial impact on their reading performance across different text genres. According to Self-Determination Theory by Deci and Ryan, intrinsically motivated learners engage more deeply with learning tasks, exhibit greater persistence, and achieve higher levels of performance. The moderate to strong relationship between overall motivation and reading performance suggests that when learners perceive reading as both enjoyable and valuable, they are more likely to develop comprehensive reading skills applicable to various genres. At the same time, extrinsic motivators can function as supportive mechanisms that reinforce reading behaviors and help sustain engagement in academic contexts.

The results were supported and consistent with established theories, legal bases, and related studies emphasizing the critical role of motivation in reading development and achievement. Research in literacy education consistently identifies motivation as a key predictor of reading performance across text genres. The Philippine K–12 Basic Education Curriculum likewise emphasizes learner motivation, engagement, and differentiated instruction as essential components of effective literacy teaching. Empirical studies further suggest that a balanced integration of intrinsic and extrinsic motivational strategies leads to improved reading comprehension and genre-specific literacy skills. Therefore, the significant relationships identified in this table validate existing theoretical frameworks and policy directions, reinforcing the importance of fostering strong learner motivation to enhance overall reading performance across different text genres.

Conclusions

Based on the findings of the study, it is concluded that learners in Key Stage 2 (Grades 4–6) generally exhibit a positive level of motivation toward reading and demonstrate satisfactory reading performance across different text genres. Both intrinsic and extrinsic motivation play significant roles in influencing learners' reading performance, with intrinsic motivation showing a slightly stronger influence. Learners are most engaged in literary texts, followed by informational and transactional texts, and this engagement is significantly associated with their reading performance. Overall, the study confirms that learners' motivation level is significantly related to their reading performance across various text genres, highlighting the importance of fostering both internal interest and supportive external factors to enhance reading outcomes among elementary learners.

Recommendations

Based on the findings and conclusions of the study, it is recommended that teachers, school administrators, the Department of Education (DepEd), parents and guardians, and other stakeholders work collaboratively to strengthen the reading motivation and performance of Key Stage 2 learners across different text genres. Teachers should integrate engaging and meaningful reading activities, such as storytelling, literature circles, guided reading, and reflective discussions, while providing positive feedback and appropriate recognition to develop both intrinsic and extrinsic motivation. School administrators should provide adequate reading resources, school-based interventions, and professional development opportunities that strengthen teachers' competence in genre-based and motivation-enhancing reading instruction. DepEd is encouraged to strengthen existing literacy initiatives through teacher training and the provision of age-appropriate, culturally relevant, and varied reading materials. Parents and guardians should support regular reading routines at home, provide encouragement, and engage learners in discussions about different reading materials. Future researchers may examine additional factors affecting reading performance and conduct longitudinal or experimental studies to determine the effectiveness and long-term impact of motivation-based and genre-focused reading interventions.

Conflict of Interests

The author declares that they have no conflicts of interest

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