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## Mediating Effect of Reading Attitude on the Relationship Between Motivation and Academic Performance Among Students in the Filipino Subject

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### ABSTRACT

The study aims to identify the mediating effect of reading attitude on the relationship between motivation and academic performance among students in the Filipino subject. Stratified random sampling was used to identify 333 students in grade 11 from three selected private institutions in Davao City, Davao del Sur, Region XI. The study used a quantitative research design and applied a descriptive-correlation technique. Meanwhile, the adopted survey questionnaire was validated and used to gather the data needed to conduct the study. Results revealed through weighted mean that the level of motivation and reading attitude among students in the Filipino subject were high while the academic performance rated very high. With the help of regression analysis, results proved that there was a significant relationship among variables. Thus, the med graph result showed that the last step was significantly reduced and remained significant, and partial mediation was achieved, which suggested that motivation and academic performance among students in the Filipino subject were mediated by the reading attitude. These findings indicate that students with high levels of reading attitude helped increase the level of motivation and improve the academic performance among students in the Filipino subject. Therefore, students will be more motivated. Students, school management, teachers, and institutions can use these findings to understand, support, and make interventions for the improvement of academic performance among students in the Filipino subject.

### INTRODUCTION

Improving the academic performance of students is one of the main problems of education in the Philippines. In a report by Business World Online (2019), Grade 10 students scored forty percent of the mean percentage score on the National Achievements Test in the 2016-2017 school year, which is lower than the previous school year. In addition, in the country of Ghana, the continuous low academic performance of senior high school students is alarming, which is also considered a threat to the education system of every country (Brew *et al.*, 2021). Currently, Filipino teachers focus on the low performance of students in the Filipino subject that belongs to every program laid out by the Department of Education (DepEd) that deals with matters related to the national language (Lopez (2021; Mauliya *et al.*, 2020).

Meanwhile, educators and researchers have long been interested in exploring subject-related variables that contribute to students' academic performance development. Students with good and advanced academic performance usually have better job opportunities, a higher income, and more professional development (Al-Tameemi *et al.*, 2023). Moreover, the successful academic performance of the student greatly influences the level of self-esteem, motivation, and perseverance in performance (Jayanthi *et al.*, 2014).

However, the researcher would like to know if there is a significant relationship between other factors, such as reading attitude, in the student's motivation and academic performance in the Filipino subject. Meanwhile, motivation has become important to develop the

student's reading attitude and it is widely accepted as the main factor in student performance which refers to the internal and external forces that drive a person to achieve a particular objective Senturk (2015) additionally, when motivation is linked to the context of reading, it refers to the individual's personal goals, values, and beliefs in the subjects, processes, and results of reading (Guthrie J. *et al.*, 1997).

On the other hand, reading is a tool needed in the academic world. Most, if not all, activities in various college courses require the attitude of reading. Because having a habit of reading will help to improve the performance of a student, additionally, it refers to the system of feelings related to a student's reading that causes the performance or avoidance of the reading task (Alexander & Filler, 1975).

Meanwhile, with the rapid change of time, the academic performance of students also decreased, and one of the considered reasons is their motivation to perform (Waysik & Muhid 2020). In fact, several studies have been conducted in different countries to assess the factors that contribute to the development of student academic performance at different levels. This includes the study by Jayanthi *et al.* (2014), who revealed that interest in pursuing a subject, co-curricular activities, nationality, and gender affect a student's academic performance. In addition, it was also discovered that regular study, punctuality in school, and self-motivation are some of the main factors that influence students' academic performance, especially in South Africa (Sibanda *et al.*, 2015). Therefore, it has only been proven that motivation contributed a lot

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as one of the factors to make the student's academic performance successful (Moula, 2010; Narad & Abdullah, 2016; Sibanda *et al.*, 2015).

## LITERATURE REVIEW

This research focuses on three variables that respond to the problem of the study. First is motivation, which is one of the most studied in educational psychology (Koenka, 2020). Its concept includes self-determination proposed by Deci and Ryan, who emphasized internal and external motivation influenced by autonomy, competence, and relatedness. It includes four indicators: self-efficacy, defined by Albert Bandura as an individual's belief in their capacity to act in the ways necessary to achieve a goal. His social-cognitive theory states that personal, environmental, and behavioral factors influence human actions (Saks, 2024).

Meanwhile, Intrinsic Value is finding inherent satisfaction in activities, driven by factors such as personal interest, satisfaction, and psychological need fulfillment. Understanding and affirming intrinsic value can lead to longer and meaningful engagement in various activities (Eccles, 2009). On the other hand, Cognitive strategy used refers to the methods used by individuals to process and manipulate information more effectively in learning and solving tasks. Additionally, the use of metacognitive strategies has a significant relationship with motivation to engage in critical thinking (Ossa *et al.*, 2023).

Meanwhile, self-regulation is the ability to monitor, control, and adjust one's thoughts, emotions, and behavior to achieve personal goals. It is associated with better academic performance and psychological well-being (Kim *et al.*, 2023). On the other hand, academic performance among student in the Filipino subject as a dependent variable has a large role in the success of a student indicating according to its factors related to the student including interest or more focused self-esteem which is one of the main factors that influences academic performance (Bailey *et al.*, 2016). In fact, when a student shows interest in learning the subject, it is more actively involved in activities that improve their understanding and retention of information, which only proves that it has a great influence on development of academic performance (Ozcan, 2021). Indicator study behaviors, such as study time management, reading strategies, and note taking show a positive influence on student academic performance. In a study conducted at Maastricht University that emphasized the adjustment, development and modification of learning behavior to make it more effective (David *et al.*, 2024).

Indicators with teacher-related factors such as Personality have shown good results in student academic performance by having positive characteristics such as openness, honesty and having stable emotions that foster a positive environment in the classroom (Koçak *et al.*, 2021). In addition, teaching strategies that include active learning such as problem-solving, collaborative work, and hands-on activities are implemented to improve understanding

and retention of what has been learned. In fact, a study by Hamdan and Amorri (2022) emphasized the role of creative teaching strategies in the development of critical thinking and collaboration among students that positively affected their academic performance. Additionally, instructional tools tailored to students' particular learning needs and contexts have shown effectiveness in improving their understanding (Le *et al.*, 2020).

Meanwhile, the reading attitude variable was also used to clarify the relationship between student motivation and academic performance. It encompasses various dimensions including cognitive, emotional, behavioral, and a reader's beliefs about the importance and value of reading (Webber *et al.*, 2024). In the field of education, positive reading attitude is associated with better academic performance specifically reading comprehension, and vocabulary knowledge (McBreen & Savage, 2021).

In the analysis done, the overall research can be derived from Walberg's theory of academic achievement (1981) which refers to the psychological characteristics of students and its influence on academic performance, particularly the cognitive and behavior of a student. Walberg's research also laid out nine key variables that influence student performance outcomes as: student ability, motivation, level of development, quality of instruction, classroom climate, environment in home, peer group, and obsession with using mass media outside of school (Reynolds & Walberg, 1981).

In addition, Ryan and Deci's theory of Self-Determination Theory about Motivation (1985) can also be related to the study which suggests that an individual should have a decision for his own good. Additionally, it suggests that the student loses interest when there is no perceived performance value from a lesson or task. Meanwhile, motivation or having self-confidence is developed in different ways such as excellence in what is done from experience; monitoring and motivating other individuals and having a positive outlook. Apart from the aforementioned theories (Guthrie's Engagement Theory, *et al.* 1996). It is the integration of motivation and reading strategies that will improve student performance. It includes hands-on activities that develop critical thinking, problem solving and interactive activities that students need to be active in gathering information (Deslauriers *et al.*, 2019).

Therefore, the researcher conducted this study to meet and answer the gaps in previous studies, despite established relationships, there is limited research exploring how reading attitude functions as a mediator between motivation and academic performance (Curkovic & Krpanec, 2023). Addressing this gap may provide deeper insights into the mechanisms through which motivation influences academic outcomes especially in the design and evaluation of interventions, including reading programs, to foster its relationship (Barber *et al.*, 2020). That is why this research aims to infer and determine those aforementioned factors.

The purpose of this study is to

1. determine the level of motivation if evaluated according to Intrinsic Value; Self-efficacy; Cognitive Strategy Use; and Student Self-Regulation.;

2. assess the level of the student's academic performance if evaluated according to the factor related to the students' Interest and behavior in learning and according to the factor related to the personality of the teacher; teaching skills; and teaching equipment;

3. determine the level of the student's reading attitude; and

4. determine if there is a significant relationship between the student's motivation and Reading attitude; Reading attitude and academic performance among students; and motivation and academic performance among students in the Filipino subject.

In addition, the researcher wants to refute the following hypothesis that there is no significant relationship between motivation and reading attitude and reading attitude and academic performance among students in Filipino subject and there is no significant influence of reading attitude towards the relationship between motivation and academic performance among students in the Filipino subject.

## MATERIALS AND METHODS

### Study Participant

The research was conducted in three selected private universities in Davao City, Davao del sur, Region XI with a total population of 2,483. Using the RAOSOF formula, it was estimated that 333 students were the identified respondents who answered the questionnaire without bias. According to the International Journal of Social Research Methodology, researchers highlighted the practicality and accuracy of the Rao soft calculator in social science research, citing its ease of use and the reliability of its outputs (Brown *et al.*, 2023). Stratified Random Sampling was used to identify particular respondents in each institution. Included in Grade 11 and regardless of the included strands, age and gender who are currently enrolled in First Semester school year 2023-2024 and should possess reading skills.

In addition, the number of students in this university is sufficient for the required number of participants in the study, because the researcher wants to know if the effect of motivation and reading attitude of the students is still high towards academic performance in the Filipino subject. On the other hand, students from Grade 12 and drop-out lists of the school year were not among the respondents, and above all those who had doubts about participation were free not to participate in said research.

### Research Instrument

The questionnaire used in this research has three parts. First, the questionnaire about motivation that was adapted from the study entitled Engagement and Motivation: Questioning students on study-motivation, engagement and study strategies by Frauke Kubischta with four (4) indicator and (40) items required for research

and translated only in the Filipino language. Second, a questionnaire about the Academic performance of the student with a total of (30) items related to the student factor; Interest (5) and learning behavior (10) and the factor related to Teacher Personality (5); Teaching strategies (5); and equipment (5). Third, a questionnaire about reading attitude with (14) items that refer to the students' reading experience.

On the other hand, to measure the level of each variable the following is defined: the extent of the mean, level, and its interpretation. A mean with a range of 1.00-1.75 is very low and means students are not performing. The mean with a range of 1.80-2.59 which means that students rarely perform. Whereas the mean with a range of 2.60-3.39 is moderate and means that students occasionally perform. The mean is high with a range of 3.40-4.19 which means that the performance is often shown, and the mean is very high with a range of 4.20-5.00 which means that the performance is always shown.

The results of the Cronbach alpha that measured the stability and efficiency of the instrument used were presented in the analysis conducted. The questionnaire about Motivation estimated a Cronbach alpha of 0.913 and has 0.924 based on standardized items which means having a high efficiency. In addition, the questionnaire about academic performance also predicted good results with 0.899 and 0.925 based on the standardized items which means having a high efficiency of the instrument. Meanwhile, the questionnaire about reading attitude predicted a good result with 0.879 and 0.881 based on standardized items which means the efficiency of the instrument is acceptable. In addition, the instrument used went through several validations conducted by expert reviewers who recorded an overall mean of 4.5 which presented a very good description of it. Therefore, the instruments used have shown stability and efficiency, so they pass and are acceptable to use in research.

### Design and Methods

This study is quantitative research and has a descriptive-correlational design that uses a survey questionnaire to gather acceptable data and ensure positive research results. In fact, the designed is used to describe the relationship between two variables (X and Y). Therefore, said research instrument has valid content. This study also aims to determine if there is a relationship between the mediating effect of reading attitude on student motivation and academic performance in the Filipino subject.

Meanwhile, to assess the level of each variable, the researcher used the weighted mean to describe the level of motivation, reading attitude and academic performance among students in the Filipino subject. A simple linear regression was used to determine the significant relationship between motivation and students' academic performance as well as the significant relationship between motivation and reading attitude. Meanwhile, the researcher used med graph to determine the significant influence of the combined motivation, academic

performance among students in Filipino subjects, and reading attitude, the independent variable in the research.

## RESULTS AND DISCUSSION

### Level of Motivation

The overall statistical results on the level of motivation have a standard deviation of 0.39, and a mean of 4.08 which predicts a high level which means that motivation is often found. Of the four indicators, the Intrinsic value obtained a very high level with a standard deviation of 0.52, and a mean of 4.29, which revealed that motivation is always seen in student performance. It simply suggests that having a very high level in intrinsic value reflects a very high level of self-determination.

According to the self-determination theory of Deci and Ryan (1981), students who are intrinsically motivated take action for their own sake and the satisfaction they get from their performance. In addition, they also engage in activities that they enjoy and freely or willingly engage in subject performance without the need for material rewards or constraints.

Meanwhile, Self-regulation obtained a very low that recorded a high level with a standard deviation of 0.52, and a mean of 3.91 which means that motivation is seen only often. Some research indicates that students with high levels of motivational regulation tend to perform better academically (Lohbeck & Moschner, 2022).

However, Pintrich and De Groot (1991) pointed out that higher levels of Self-efficacy and Intrinsic value are associated with higher levels of cognitive strategy use as well as higher levels of Self-regulation. This indicates that if students learn to improve their self-efficacy and intrinsic value, they will improve their cognitive strategy use by improving their engagement in their studies, and become more self-regulated, which will enhance their determination to continue performing.

### Level of students' reading attitude

The statistical prediction results for the level of each statement of the students' reading attitude has a high level results that estimated a standard deviation of 0.67, and a mean of 3.09 which means that the students' reading attitude is often seen. Meanwhile, each statement showed different levels, the statement 'I consider reading important' estimated a standard deviation of 0.81, and a mean of 4.51 which showed a very high level which means that the behavior is always seen in reading.

Meanwhile, the statement 'I want to be in a book club' scored a moderate level which predicted a standard deviation of 1.25, and a mean of 3.26 which means that reading attitude is seen only occasionally in the student. On the other hand, the sixty-four percent (64%) statement predicted a high level in the students' reading attitude. While, in the part that shows the reason that the student reads to experience pleasure and escape from anxiety was estimated at a moderate level.

The result indicates that reading attitude have only a small contribution to student success (Agustiani, 2022).

However, in the study of Brown and Briggs (2023), students with the best reading attitude possess the highest achievement and have the most positive experiences in the reading process inside and outside the classroom.

### Level of academic performance among students

#### In the Filipino subject

The statistical results in predicting the level of academic performance among students in the Filipino subject has a total standard deviation of 0.45, and a mean of 4.27 which has a very high level which means that the performance is always visible.

It was revealed in the result that the indicator Personality related to the teachers' factor predicted a very high level with a standard deviation of 0.60, and a mean of 4.50 followed by the teaching strategy with a standard deviation of 0.57, and a mean of 4.50 which means that the student's academic performance is always seen in Filipino subject. It is only indicated that in order to fully realize the educational goal, teachers play a large role in the role of interpreting, demonstrating, and setting standards (Brown, 2023) because teachers determine the process that occurs in teaching and student learning in a particular subject. Meanwhile, the result of the current study can be compared to the study done by Noreen *et al.* (2019) who exposed that the personality of the teachers plays a big role in realizing the successful academic performance of the student. In addition, it was supported by Kırkağaç and Öz (2017) that a good relationship between the teacher and the student has a significant relationship with the successful academic performance of the student.

Meanwhile, another factor related to teachers' teaching equipment recorded the lowest at a high level, which estimated a standard deviation of 0.66, and a mean of 4.00, which means that the student's academic performance is often seen in Filipino subject. In the study of Lewis (2022), it was stated that teaching materials can help to realize the purpose and process of teaching and learning. In fact, the use of materials such as web blogs especially in online classes has a positive influence on the learning process in reading that increases the student's grade (Khusniyah *et al.*, 2019).

### Significant Relationship Between motivation and students' Reading attitude

The statistical results of the study that confirm the relationship between each motivation and the student's reading behavior. Using Pearson-r, the significant relationship between student's motivation and reading attitude was assessed, self-efficacy has an R-value of .308 with a p-value of 0.000 is significant at the 0.05 level. This shows that there is a positive and moderate strength in the relationship between the two variables. thus, the null hypothesis of no significant correlation is rejected. Intrinsic value has an R-value of .104 with a p-value of 0.000 is significant at the 0.05 level, cognitive strategy use also has an R-value of .465 with a p-value of 0.000 which also shows of significance at the 0.05 level proving that it

also has a positive and moderate strength in the significant relationship with reading attitude. Also, self-regulation motivation towards reading attitude with R-value of .299 and p-value of  $p < 0.000$  is significant at 0.05 level.

In the outcome of the research, a significant relationship between motivation and student's reading attitude was determined. Based on the current results, it only shows that there is a positive but moderate strength in the relationship between the two variables. This was proven in the study shared by Bates *et al.* (2018) that when extensive reading leads to high motivation that contributes to the understanding of the text. Additionally, students' reading attitude and motivation are linked to their past reading experiences (Grave & Stoller, 2019). In addition, it was discovered in the study by Toste *et al.* (2020) that earlier reading has a significant contribution to student motivation.

### Significant relationship Between reading attitude and academic performance among students in the Filipino Subject

The statistical results of the study confirm the relationship between reading attitude and academic performance among students in the Filipino subject. The student's reading attitude has a significant relationship with the five indicators of academic performance with a total R-value of .516 which only means that the positive relationship between the two variables is only at a moderate level. The two indicators of academic performance related to the student factor with an R-value for interest (.411), Study behavior (.446) and related to the teacher's personality factors (.323), Teaching strategy (.379) and equipment (.411) with the same p-value of 0.000 is significant at the 0.05 level.

Based on the outcome of the study, reading attitude has a significant relationship with five indicators of student academic performance. Further, the result predicts that the positive correlation between the two variables is only at a moderate level. In fact, reading attitude is an important factor that affects students' performance and reading success. Reading studies should emphasize behavior because it is one of the variables that will focus on the success of the student's academic performance (Yildiz, 2020). Therefore, those with more positive reading attitude are those with higher academic performance (Bastug, 2014)

### Significant relationship Between motivation and academic performance among students in the Filipino Subject

The statistical results of the study confirm the relationship between motivation and the academic performance of students in the Filipino subject. Motivation based on self-efficacy has a significant relationship with five indicators of student academic performance with a total R-value of .583. The two indicators of academic performance related to the student factor with an R-value for interest of .611, Study behavior (.543) and related to the teacher factors

Personality (.384), teaching strategy (.394) and equipment (.322) with both p-value of 0.000 are significant at the 0.05 level. The motivation based on the Intrinsic Value also has a significant relationship with the five indicators of the student's academic performance with a total R-value of .258.

The two indicators of academic performance related to the student factor with an r-value for interest of .293, Learning behavior (.263) and related to the teacher factors Personality (.159), Teaching strategy (.185) and equipment (.105) with different p-value but significant at the 0.05 level. Based on the student's Cognitive strategy use with a total R-value of .663. The two indicators of academic performance related to the student factor with an R-value for interest of .637, Study behavior (.583) and related to the teacher factors Personality (.494), teaching strategy (.505) and equipment (.338) with both p-value of 0.000 are significant at the 0.05 level.

Additionally, the motivation indicator based on self-regulation also has a significant relationship with the five indicators of student academic performance with a total R-value of .448. The two indicators of academic performance related to the student factor with an R-value for interest of .439, Study behavior (.486) and related to the teacher factors Personality (.249), Teaching strategy (.277) and equipment (.277) with the same p-value of 0.000 is significant at the 0.05 level. The statistical data only confirms that each motivation with an R-value ranging from .105 to .637,  $p < 0.000$  has a positive and significant relationship with the academic performance among student in the Filipino subject. Thus, the null hypothesis stating that there is no significant relationship between the two variables is rejected.

Based on the results of the study, each motivation was found to have a significant relationship with the student's academic performance in the Filipino Subject. The result can be related to the study of Hamid (2016) who showed a positive relationship between motivation and academic performance of the student. The relationship between the two variables can be considered reciprocal because students who possess motivation perform better in learning and the student who performs well will be seen to have a high level of motivation. Therefore, it has only been proven that motivation contributed greatly as one of the factors to make students' academic performance successful (Moula, 2020; Narad & Abdullah 2016; Sibanda *et al.*, 2015).

Motivation based on self-efficacy recorded a moderately significant relationship with academic performance. SE is a critical component of Bandura's Social Cognitive theory, where SE is defined as 'an individual's judgment of their abilities to organize and execute the performance required to be achieved. This can be compared to the analysis conducted by Honicke and Broadbent (2016) that SE has a moderate relationship with academic performance.

Meanwhile, Intrinsic value recorded a low level of significant correlation. The current result is contrary to

the study of Tokan and Imakulata (2019) who revealed that intrinsic motivation has a direct effect on student behavior to learn and perform. It only proves that when the intrinsic motivation is strong, the student's performance behavior will improve, but it does not directly influence the student's learning success. Meanwhile, also featured in the results of the study by Howard *et al.*, (2021) that intrinsic motivation is related to student success and well-being.

On the other hand, the last indicator of motivation based on self-regulation also has a significant relationship with the five indicators of student academic performance. This can be compared to the results of the study by Sahranavard *et al.* (2018) conducted at the University of Payame Noor showed that there is a significant relationship between self-regulation and student academic performance. However, self-regulation refers to the process of motivation and behavior that allows one to activate and maintain cognition, behavior and emotions in a systematic way to achieve the achievement of one's own performance goals (Chunk *et al.*, 1994).

#### Mediation Based on the combination of Motivation and Reading attitude towards Academic performance among students in the Filipino subject

Data were submitted to med graph after being subjected to a linear regression analysis. The Mediation analysis established by Baron and Kenny (1986) which concerns the mediating effect of the variable on the relationship between two other variables. It consists of four steps and a third variable that can be considered as a mediator. Step 1 shows the direct significant effect of motivation on student academic performance in the Filipino subject. In step 2, motivation showed an indirect significant effect towards reading attitude, the mediator. Meanwhile, in step 3, the result of the analysis was shown which suggests that the reading attitude has a significant relationship with the academic performance of the student. Further analysis by med graph is necessary to determine the significance of the mediator effect because measures a, b, and c were found to be correlated.

This analysis includes the Sobel z test. Total mediation is achieved if the effect of the independent variable on the dependent variable fails to be statistically significant after analysis. It simply indicates that the mediating variable is the mediating variable for all effects. In addition, when the regression coefficient is significantly reduced in the last step and remains significant, and only partial mediation is achieved, it suggests that motivation is mediated by reading attitude, while the other part may directly influence or indirectly affect the factor that excluded from the paradigm. In addition, it can be observed in step 4 (denoted as c') the influence of motivation on the academic performance of the student was seen to be reduced after the intervention of reading attitude. therefore, partial mediation occurred in that the significant effect was detected at  $p < 0.05$ .

The result of the study in the first step can be related to the result of the study of Hamid (2016) which proves

that there is a positive relationship between motivation and academic performance among student in the Filipino subject. The relationship between the two variables can be considered reciprocal because students who possess motivation perform better in learning and the student who performs well will be seen to have a high level of motivation. But in the second step it only shows that there is a positive but moderate strength in the relationship between the two variables.

Meanwhile, there was a decrease in the relationship between motivation and student academic performance when it was mediated by reading attitude. The result is comparable to the result of the study by Ugwuanyi *et al.* (2020) who showed that motivation, learning behavior had a positive influence on student achievement. Because, motivation and learning behavior are two very important factors in determining the success of the student's academic performance.

#### CONCLUSION

This study determines on how reading attitude mediates in the relationship between motivation and academic performance among students in the Filipino subject. Findings revealed, that the overall calculation predicted a high level of motivation in student performance, particularly in the indicator intrinsic value. Meanwhile, teacher personality under academic performance rated highest which played a significant role in boosting student motivation. Reading attitudes also showed positive relationship with academic success, as students conveyed a high regard on the significance of reading. Pearson-r tests confirmed a significant positive correlation between motivation and reading attitude, as well as between reading attitude and academic performance. Thus, motivation and reading attitude are critical factors in developing the students' academic performance, with the support of Walberg's theory of academic achievement, which emphasizes psychological factors in learning.

The results indicate that reading attitude has a mediating effect on the relationship between motivation and academic performance, suggesting that improving a positive reading attitude can strengthen the impact of motivation. However, limitations exist, as the study focused only on private schools. Recommendations include enhancing teacher strategies through modern technologies and interactive tools like Canvas, Kahoot, and Blackboard to engage students actively. Students are encouraged to cultivate strong reading habits to improve academic performance. Future studies should be conducted to public schools to achieve more thorough insights into the relationship between motivation and reading attitude on the academic performance among students in the Filipino subjects.

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