

Exploring the Impact of Reading Motivation on Academic Achievement Among 3rd Grade Students Using Univariate and Bivariate Analysis

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Abstract. This study explores the impact of reading motivation and academic performance among third-grade students. The problem addressed in this research is the limited understanding of how reading motivation influences students' performance, particularly in the context of early education. The background highlights the importance of intrinsic motivation in learning, with previous studies indicating that motivated students are more likely to engage with educational materials and perform better academically. This study employs a quantitative approach, using both univariate and bivariate analyses to assess the distribution of reading motivation and its effect on academic performance. A total of 27 third-grade students were surveyed on their reading motivation, and their academic performance was analyzed. The findings reveal that 59.3% of students exhibited high reading motivation, with 63% showing high academic performance. The logistic regression analysis further shows a significant association between reading motivation and performance (p -value = 0.004), with students exhibiting high motivation more likely to perform well academically. This research contributes to the growing body of literature on the role of motivation in educational outcomes, emphasizing the need for fostering intrinsic reading motivation to improve academic performance. It also provides practical implications for educators and policymakers, encouraging the creation of supportive environments that promote reading engagement and motivation.

Keywords: Academic; Achievement; Bivariate Analysis; Reading Motivation; Univariate Analysis

1. Introduction

Reading motivation plays a pivotal role in shaping the academic journey of young learners. For 3rd-grade students, this period represents a critical stage where foundational reading skills transition into tools for learning across subjects (Kheang et al., 2024). However, not all students exhibit the same level of enthusiasm or motivation to read, which often correlates with their academic performance. Research highlights that students with higher reading motivation are more likely to engage with texts, comprehend material effectively, and achieve better academic outcomes (Indrayadi, 2021). With the rapid advancement of digital technology, children are increasingly exposed to various forms of media that compete for their attention, often reducing their engagement with traditional reading materials. While digital platforms can enhance literacy through interactive content, they can also contribute to shorter attention spans and a preference for passive consumption over active reading. Despite this well-documented impact, the specific impact of reading motivation on academic achievement among 3rd-grade students remains underexplored, especially when examined through a focused, data-driven approach such as bivariate analysis.

The problem becomes even more pressing when considering the disparities in reading habits and academic performance within classrooms. Factors such as socio-economic status, access to reading materials, and parental involvement can significantly influence a child's motivation to read (Volino et al., 2021). Many students struggle to view reading as an enjoyable or rewarding activity, leading to poor literacy skills and a ripple effect on their overall academic performance (Szenczi et al., 2024). Without targeted intervention and an understanding of how reading motivation interacts with academic outcomes, these gaps may widen over time, leaving some students at a disadvantage. This highlights the need to investigate the impact

between reading motivation and academic achievement to better address barriers to success in early education.

Previous studies have found that intrinsic motivation, such as reading for enjoyment, is positively correlated with academic success (Mohammad Abdullah Attiyat, 2019). However, extrinsic factors like rewards and grades can also influence reading behavior, albeit with a less sustained effect (Kheang et al., 2024). Additionally, study revealed that students who reported higher motivation to read scored significantly higher in reading comprehension assessments compared to their less motivated peers (Li & Gan, 2022). These findings underscore the importance of analyzing how motivation impacts performance, particularly at a crucial developmental stage like 3rd grade. This research, using bivariate analysis, seeks to contribute to the growing body of evidence and provide actionable insights for educators and policymakers to foster a culture of reading in schools.

1.1. Problem Statement

Reading motivation is widely recognized as a key factor influencing academic achievement, particularly among elementary school students (Ma & Zhao, 2025). Ideally, students at the 3rd-grade level should develop a strong intrinsic motivation to read, enabling them to engage with educational materials effectively and build a solid foundation for future learning (Ackermans et al., 2025). Studies have shown that highly motivated readers demonstrate better comprehension, critical thinking skills, and academic performance (Paige et al., 2024). However, many students face challenges that hinder their reading motivation, such as limited access to engaging reading materials, lack of parental support, and socioeconomic constraints, which can lead to significant disparities in academic achievement.

At SDN X, located in Semin, Gunungkidul, Yogyakarta, these challenges may be particularly pronounced. Situated in a rural area, students at the school may have limited access to reading resources, and the community's socioeconomic conditions could further impact students' motivation to read. Despite these potential barriers, there has been little empirical investigation into how reading motivation affects the academic performance of students in this specific context. This gap underscores the need for a focused analysis to understand the impact between reading motivation and academic achievement in this unique educational setting (Boned Ribas et al., 2024).

The effects of these challenges are significant. Students with low reading motivation may engage less with academic materials, leading to weaker comprehension skills and reduced academic performance. Over time, this gap in foundational literacy can hinder their ability to grasp more complex subjects, impacting their overall educational trajectory. Additionally, disparities in reading motivation and achievement can contribute to broader educational inequality, where students in rural settings are at a disadvantage compared to their urban counterparts.

1.2. Related Research

Numerous studies have explored the impact between reading motivation and academic achievement, particularly in elementary school students. Bandhu et al., (2024) found that intrinsic motivation, such as reading for enjoyment and curiosity, is strongly associated with improved comprehension skills and academic success. Their study also emphasized the role of classroom practices, such as teacher encouragement and the availability of interesting texts, in fostering intrinsic motivation. These findings have been widely cited, highlighting the critical influence of motivation on learning outcomes during early education .

Similarly, other study examined the interplay between intrinsic and extrinsic reading motivation among students, revealing that while extrinsic motivators like rewards and grades can enhance short-term reading engagement, intrinsic motivation has a more sustained impact on long-term reading habits and academic performance. This study also highlighted cultural and contextual factors, indicating that reading motivation and its impact may vary significantly across different settings and demographic groups. Such findings suggest the importance of studying specific populations to better understand the unique factors influencing their academic performance (Ives et al., 2023).

In an Indonesian context, recent studies, such as that of (Nugraha et al., 2023) have explored the challenges of reading motivation among rural school students. They found that limited access to reading materials, lack of parental involvement, and traditional teaching methods contributed to low motivation and academic achievement. This research underscores the unique challenges faced by schools in rural areas of Indonesia, where resource limitations and contextual barriers can significantly hinder the development of reading habits among students.

While the studies provide valuable insights, they also reveal a gap in understanding the impact between reading motivation and academic achievement in highly specific local contexts, such as SDN X in Semin, Gunungkidul, Yogyakarta. This school is located in a rural area where unique challenges, including limited infrastructure and socioeconomic constraints, may significantly influence students' reading motivation and academic performance. Unlike previous studies, this research focuses on applying bivariate analysis to quantitatively assess this impact within a distinct educational environment.

The difference between this research with other research are that this this research is focusing on a rural Indonesian school, this study not only adds to the growing body of research on reading motivation but also provides actionable insights tailored to the needs of educators, policymakers, and stakeholders in similar contexts. This level of specificity and practical relevance sets this research apart from prior studies, making it a valuable addition to the field.

1.3. Research Objectives

The primary objective of this research is to analyze the impact between reading motivation and academic achievement among 3rd-grade students at SDN X, Semin, Gunungkidul, Yogyakarta. By employing bivariate analysis, this study aims to uncover how varying levels of reading motivation impact academic outcomes. The research seeks to identify whether students with higher intrinsic or extrinsic motivation perform better academically and to quantify the strength of this impact. Through this, it hopes to provide a clear understanding of the role motivation plays in shaping academic success.

Another objective of this study is to explore the specific factors influencing reading motivation among students in a rural Indonesian context. This includes examining barriers such as access to reading materials, parental involvement, and teaching strategies. Understanding these factors will help uncover the unique challenges faced by students at SDN X and how these challenges may affect their ability to cultivate a reading habit. This exploration aims to contribute insights into how contextual elements interact with students' reading motivation and academic performance.

Lastly, this research aims to offer actionable recommendations for educators, parents, and policymakers based on the findings. By identifying practical strategies to enhance reading motivation, this study hopes to empower stakeholders to address the challenges identified. These recommendations are expected to support the development of targeted interventions that can improve both reading motivation and academic achievement, ultimately fostering a stronger culture of literacy within rural educational settings like SDN X.

2. Theoretical Framework

2.1. Self Determination Theory

Self-Determination Theory (SDT) is a comprehensive framework for understanding human motivation, emphasizing the distinction between intrinsic and extrinsic motivation and how these influence behavior and performance (Ryan & Deci, 2020). Intrinsic motivation refers to engaging in an activity purely for the inherent satisfaction and joy it provides (Fishbach & Woolley, 2022). For example, a student who reads because they find stories exciting or because they enjoy learning new information is intrinsically motivated. This type of motivation is deeply associated with sustained engagement, higher effort, and better long-term outcomes, as it aligns with the individual's internal desires and personal goals. On the other hand, extrinsic motivation arises from external factors, such as rewards, punishments, or societal pressures. A student who reads only to earn a high grade or avoid punishment exemplifies extrinsic

motivation. While extrinsic motivators can initiate behavior, they often fail to sustain long-term engagement because the activity itself is not inherently satisfying (Kheang et al., 2024).

SDT also identifies three basic psychological needs: autonomy, competence, and relatedness that must be fulfilled to foster intrinsic motivation. Autonomy refers to the feeling of having control over one's actions; in the context of reading, students are more motivated when they can choose books they find interesting (Legault, 2017). Competence involves the belief that one can successfully complete tasks, which means that students need to feel capable of understanding the materials they read. Relatedness is the sense of connection to others; for instance, discussions about books with peers or encouragement from teachers and parents can enhance motivation. When these three needs are met, intrinsic motivation thrives, leading to better academic performance and deeper learning.

In the context of this research, SDT serves as a crucial theoretical lens for understanding how reading motivation influences academic achievement among 3rd-grade students at SDN X, Semin, Gunungkidul, Yogyakarta. These students may exhibit varying levels of intrinsic and extrinsic motivation influenced by factors such as parental involvement, teaching methods, and resource availability. For example, rural schools like SDN X may face challenges in meeting the psychological need for competence if students lack access to appropriate reading materials. Similarly, relatedness may be affected if there is limited peer or teacher engagement in fostering reading habits. This study utilizes SDT to analyze how fulfilling or failing to fulfill these needs impacts the impact between motivation and academic performance, providing actionable insights for addressing motivation-related challenges in a rural Indonesian context.

2.2. Academic Performance

Academic performance refers to the measurable outcomes of students' educational achievements, typically assessed through grades, test scores, class participation, and the completion of assignments or projects. It serves as a key indicator of a student's ability to meet the cognitive and skill-based expectations set by educational systems. In the context of this research, academic performance is the dependent variable, with a focus on how reading motivation influences students' achievement in academic tasks, particularly in literacy-related subjects (Eze et al., 2015).

2.2.1. Cognitive Theories of Academic Performance

From a cognitive perspective, academic performance is largely determined by students' ability to process and understand information, which is closely related to reading comprehension. Cognitive load theory posits that students have limited mental resources to process information, and tasks that demand too much cognitive effort may overwhelm their working memory. Reading motivation plays a critical role in managing this cognitive load. Motivated students are more likely to engage in deeper cognitive processes, such as making inferences, drawing conclusions, and organizing information. These processes enhance comprehension, retention, and the ability to apply knowledge in different contexts, all of which contribute to better academic performance (Suleiman et al., 2024) (Eze et al., 2015).

2.2.2. Social-Cognitive Theory

Social-Cognitive Theory (Bandura, 1986) further explains academic performance by emphasizing the interaction between personal factors, behavior, and environmental influences. According to this theory, self-efficacy, or the belief in one's ability to succeed, is crucial for academic success. Motivated students with high self-efficacy are more likely to persist in academic tasks, even in the face of challenges. In the case of reading, students who believe they can comprehend and succeed in reading tasks are more likely to engage with the material, spend more time reading, and ultimately perform better in academic assessments. Teacher encouragement, peer support, and family involvement can enhance students' self-efficacy and, in turn, their academic performance (Stajkovic & Sergent, 2019).

2.2.3. Factors Affecting Academic Performance in Rural Settings

In rural contexts like SDN X, several factors can mediate academic performance. Limited access to learning resources, such as libraries or diverse reading materials, can restrict students'

exposure to different types of texts, which may affect their reading comprehension and overall performance. Additionally, socioeconomic challenges, such as low family income or parental educational level, may hinder the ability of students to engage in extracurricular learning activities, further influencing their academic performance. The local educational environment, including teacher-student interaction and the school's culture, also plays a significant role in shaping students' motivation and, consequently, their academic outcomes (Volino et al., 2021) (Boned Ribas et al., 2024).

In sum, academic performance is not solely an outcome of intellectual ability, but also a result of motivation, environmental factors, and the cognitive strategies students employ. The impact between reading motivation and academic performance is dynamic, with motivation acting as a key driver of engagement and cognitive effort. By examining how motivation influences reading behaviors and subsequently academic achievement, this research aims to offer insights into improving academic performance among 3rd-grade students at SDN X, addressing both individual and contextual factors that impact learning outcomes.

2.3. Reading Motivation Theory

Reading motivation is a multifaceted concept that significantly influences students' engagement with texts and overall academic achievement. According to (Davis et al., 2018), reading motivation is defined as an individual's personal goals, values, and beliefs regarding the topics, processes, and outcomes of reading (Hammer et al., 2014). This definition highlights the individualized nature of reading motivation, which can vary based on contextual factors such as home and school environments and the format in which texts are presented, whether in print or digital form. Schiefele et al. further categorize reading motivation into two primary constructs: intrinsic and extrinsic motivation. Intrinsically motivated readers engage with texts for enjoyment, personal interest, or a sense of fulfillment, while extrinsically motivated readers read due to external factors such as grades, rewards, or recognition (Bhat & Dahal, 2023). Additionally, self-concept of reading ability and reading self-efficacy serve as crucial antecedents to reading motivation, as they influence students' expectations of success in reading-related tasks. Given the strong link between reading motivation and reading achievement understanding these constructs is essential for developing effective instructional strategies that foster a love for reading and enhance students' literacy skill (Liu et al., 2024).

3. Method

3.1. Research Design

This study adopts a quantitative approach, drawing from existing frameworks to explore the impact between reading motivation and academic performance among third-grade students at SDN X, located in Semin, Gunungkidul, Yogyakarta, Indonesia. The research employs a descriptive correlational design with a cross-sectional approach. This design enables the simultaneous assessment of reading motivation as an independent variable and academic performance as a dependent variable. The primary aim of this research is to investigate how different levels of reading motivation influence students' performance in key academic areas, particularly in literacy and language arts.

3.2. Respondent

The participants in this study include 27 third-grade out of approximately 120 students from SDN X, Semin, Gunungkidul, Yogyakarta, with an age range of 8 to 9 years, which is typical for third graders in Indonesia. The sample comprises an equal distribution of male and female students to ensure gender balance in the analysis with are 14 Male and 13 Female. The students come from a rural school setting, where various environmental factors may influence their learning outcomes. These factors include limited access to educational resources, varying parental involvement, and differing levels of socioeconomic status among students. All students in the sample are native to the region, and although their socioeconomic backgrounds were not specifically documented, the school serves a range of communities, including lower to middle-income families. The diversity in their learning environments and academic backgrounds

provides a broad context for understanding how reading motivation influences their academic performance. This comprehensive representation allows for an in-depth examination of the research objectives, including how internal and external motivational factors affect their educational achievement.

3.3. Data Collection

Data collection was conducted using two main sources: a structured questionnaire on reading motivation and academic performance data. The first part of the data collection involved administering a 10-item Likert-scale questionnaire to the students. The questions focused on different dimensions of reading motivation, including intrinsic motivation, extrinsic motivation, and reading engagement explained in Table 1. Each question was rated on a scale from 1 (Strongly Disagree) to 5 (Strongly Agree), ensuring the assessment captured the varying levels of motivation among the students.

A total of 27 third-grade students from SDN X were selected as the sample for this study. A structured questionnaire, consisting of 20 Likert-scale items, was developed to measure students' reading motivation, adapted from existing scales that assess intrinsic and extrinsic motivation. The questionnaire covered aspects such as interest in reading, reading habits, and the perceived value of reading. The students' academic performance was evaluated using their most recent scores in language arts and reading comprehension assessments. Data collection involved administering the questionnaire to students, followed by gathering their test scores in relevant subjects. The data were then analyzed using descriptive statistics and inferential analysis, to examine the impact between reading motivation and academic performance.

Academic performance was measured using students' most recent scores in key subjects related to literacy, such as reading comprehension, writing, and language arts. The test scores were then classified into two categories: high performance (1) and low performance (0). This classification enabled a clear distinction between students who performed well and those who struggled academically. The data collected from both the questionnaire and the academic performance assessments were integrated for analysis. The final dataset provided a comprehensive overview of students' reading motivation and corresponding academic outcomes.

3.4. Data Analysis

The data collected was analyzed using both descriptive and inferential statistical methods. Descriptive statistics were used to summarize the demographic characteristics of the sample and to describe the levels of reading motivation and academic performance. Frequencies, percentages, means, and standard deviations were computed to provide a clear picture of the students' responses to the questionnaire and their academic achievements. For inferential analysis, bivariate correlation analysis was conducted to determine the strength and direction of the impact between reading motivation and academic performance. Additionally, binary logistic regression analysis was employed to examine how reading motivation (intrinsic and extrinsic) contributes to students' academic outcomes. The results from these analyses helped to identify patterns and significant factors that influence academic performance in relation to reading motivation.

3.5. Validity and Reliability

To ensure the validity and reliability of the instruments used in this study, a pilot test was conducted with a sample of 27 students from SDN X Semin Gunungkidul. The validity of the reading motivation questionnaire was assessed using Pearson's correlation, comparing each item's correlation with the total score against a critical R value at a 0.05 significance level (Oudeyer et al., 2016). Items with a correlation above 0.3115 were considered valid. Reliability was evaluated using Cronbach's alpha, with a value above 0.7 indicating acceptable internal consistency. Cronbach's alpha value for the questionnaire was found to be above 0.7, confirming that the instrument consistently measured the construct of reading motivation. These validity and reliability tests ensured that the data collection tools were robust, applicable, and reliable for accurately capturing the impact between reading motivation and academic

performance in third-grade students at SDN X (Ramadhanty et al., 2019). Validity analysis using pearson correlation analysis is shown in Table 1.

Table 1. Instruments and Validity

Instument	Pearson Correlation (R)	Valid
I am the type of person who likes to read.	0.901**	Yes
I like borrowing books from the library to read.	0.860**	Yes
I always read books in the library during break time.	0.874**	Yes
Every day I make time to read, even if it's only for a few minutes.	0.883**	Yes
I read newspapers, articles, or board because they contain important information.	0.744**	Yes
I read many books to broaden my knowledge.	0.869**	Yes
I like borrowing books from the library.	0.890**	Yes
I am the type of person who always likes to read.	0.897**	Yes
I feel that I have read more books compared to my friends.	0.909**	Yes
I am given a reward by my mother when I finish reading a book.	0.847**	Yes

The table presents the Pearson correlation coefficients (R) for the various items of the learning independence instrument, showing the impact between each item and the overall score. All of the items have a significant positive correlation with the total score, as indicated by the asterisks (**), which mark correlations that are significant at the 0.01 level (2-tailed). This suggests that each item is positively associated with the overall construct of learning independence.

The values range from 0.744 (for "I read newspapers, articles, or board because they contain important information") to 0.909 (for "I feel that I have read more books compared to my friends"). The strong correlations, especially those above 0.8, suggest that these items are consistently related to the overall concept of reading habits and learning independence.

As for reliability, the Cronbach's alpha value of 0.963 is an excellent result, indicating that the instrument has a high level of internal consistency. This means that the items consistently measure the same underlying construct (learning independence), and the instrument is highly reliable for assessing this construct across individuals. Typically, a Cronbach's alpha value above 0.7 is considered acceptable, so 0.963 confirms that the instrument is very reliable.

4. Findings

This research utilized both univariate and bivariate analyses to explore the distribution of reading motivation and its impact with academic performance among third-grade students. These analyses are crucial for understanding how the research design effectively captured the dynamics between these variables.

4.1. Descriptive Analysis

Univariate analysis shows the data distribution of each varaiable independently. This analysis Shown in Table 2.

Table 2. Univariate Analysis

Variable	Category	Frecuency	(%)
Reading Motivation	Low	11	40,7
	High	16	59,3
Performance	Low	10	37
	High	17	63

The univariate analysis reveals the distribution of Reading Motivation and Performance among the participants. For Reading Motivation, 40.7% of individuals are categorized as having low motivation, while 59.3% have high motivation, indicating a predominance of high motivation in the sample. Similarly, for Performance, 37% fall into the low category, while 63% are in the high category, reflecting a higher proportion of individuals with better performance. These findings suggest that most participants exhibit higher levels of both motivation and performance, although there is some variation within the sample.

4.2. Impact of Reading Motivation on Academic Achievement (Bivariate Analysis)

Bivariate analysis using logistic regression shows the the effect of reading motivation to performance. This analysis Shown in Table 3.

Table 3. Bivariate Analysis

Variable		Performance		Total	(%)	P-value	Odds Ratio
		Low	High				
Reading Motivation	Low	8	3	11	40,7	0.004	18,667
	High	2	14	16	59,3		

The bivariate analysis, using logistic regression, examines the impact of reading motivation on performance. The results indicate a significant association between reading motivation and performance, with a p-value of 0.004, which is less than the 0.05 threshold, suggesting that reading motivation significantly affects performance. Among those with low reading motivation, 8 individuals had low performance, while only 3 had high performance, making up 40.7% of the total sample. In contrast, among individuals with high reading motivation, 2 exhibited low performance, while 14 displayed high performance. The odds ratio of 18.667 suggests that individuals with high reading motivation are significantly more likely to have high performance compared to those with low reading motivation. This indicates that reading motivation plays a strong role in predicting better performance.

5. Discussion

In exploring the impact between reading motivation and academic performance, it is important to delve into the psychological, educational, and environmental factors that may explain why motivation plays such a crucial role. Research has consistently shown that motivation is a key driver of academic success, and this is particularly true when it comes to reading and learning. Reading motivation, as an intrinsic motivation to engage with texts, has been linked to improved cognitive and academic outcomes. Students who are motivated to read are more likely to engage with the material, persevere through challenges, and ultimately perform better academically (Ali et al., 2024).

One reason why reading motivation has such a profound impact on performance is its impact with engagement and self-regulation. Motivated students are more likely to immerse themselves in reading activities and exhibit greater persistence, even when they encounter difficulties. This heightened engagement leads to improved comprehension, vocabulary acquisition, and critical thinking skills, all of which are fundamental to academic performance.

According to the Self-Determination Theory intrinsic motivation such as the genuine interest in reading promotes higher levels of self-regulation and more effective learning strategies. These factors directly contribute to better academic outcomes, as motivated students tend to set higher goals and take ownership of their learning (Escandon-Barbosa & Salas-Paramo, 2025).

Additionally, reading motivation is not only linked to intrinsic factors but also to social and contextual influences. Studies have shown that a supportive home environment, where parents encourage reading and provide access to books, can significantly enhance students' motivation to read. For instance, students with more access to books and who are encouraged to read at home demonstrate higher reading motivation and, as a result, perform better academically (Kheang et al., 2024). Similarly, a positive school climate, where teachers foster a love for reading and create an environment that values literacy, has been shown to boost students' motivation and, by extension, their academic performance (Pamularsih, 2022).

However, it is important to note that motivation alone is not always sufficient to guarantee academic success. Various other factors, such as cognitive abilities, social-emotional skills, and the quality of instruction, can also influence performance. For instance, students with higher cognitive abilities may find reading tasks easier, which could lead to better performance even if their motivation is not as high. Conversely, students with lower cognitive abilities may struggle despite being highly motivated, highlighting the complex nature of academic success (Volino et al., 2021).

Another factor that might influence the impact between reading motivation and performance is the role of goal orientation. According to research by (Senko, 2019), students with a mastery goal orientation focused on learning and improvement tend to have better academic outcomes, especially when they are motivated by intrinsic factors such as personal interest. In contrast, students who are motivated by extrinsic factors, such as grades or rewards, may not experience the same level of sustained academic success. This distinction is important because it suggests that the quality of motivation whether intrinsic or extrinsic can significantly affect the extent to which it influences performance.

Moreover, motivational theories such as the Expectancy-Value Theory (Bandhu et al., 2024), emphasize that students' motivation is shaped by their expectations of success and the value they place on the activity. If students believe that reading will lead to positive outcomes, such as improved grades or personal enjoyment, they are more likely to engage with reading tasks and perform better. The value placed on reading, along with the perceived likelihood of success, creates a powerful cycle of motivation and achievement.

In relation to my research, the findings and theories discussed align well with my analysis of the effect of reading motivation on performance. Specifically, the significant association between reading motivation and academic performance observed in my study supports the arguments made in existing literature. The research reviewed and my findings suggest that motivated students are more likely to perform better academically, particularly when they are intrinsically motivated and supported by a conducive learning environment. This alignment strengthens the validity of my study and reinforces the importance of fostering intrinsic reading motivation to improve academic outcomes. However, further exploration is necessary to consider other influencing factors and to deepen the understanding of how motivation interacts with other variables in shaping academic success.

6. Conclusion

This research explored the impact of reading motivation to academic performance among third-grade students using both univariate and bivariate analyses. The findings revealed a significant effect of high reading motivation and better academic performance, supporting the idea that motivated students are more likely to engage with academic tasks and perform at a higher level. The logistic regression analysis demonstrated that students with high reading motivation were 18.667 times more likely to have higher performance compared to those with

low motivation. These results align with existing literature that emphasizes the critical role of motivation in academic success, particularly in reading-related tasks. The importance of fostering intrinsic motivation, along with a supportive learning environment, was highlighted as essential for enhancing student performance.

Limitation

Despite the valuable insights gained from this study, there are several limitations that should be acknowledged. First, the sample size of third-grade students may not fully represent the broader population, limiting the generalizability of the findings. A larger and more diverse sample would provide more robust conclusions. Second, while the study focused on reading motivation, it did not account for other potential influencing factors such as cognitive abilities, parental involvement, or individual differences in learning styles. Future studies could expand the analysis by incorporating these factors to gain a more comprehensive understanding of academic performance. Third, the research relied on self-reported measures of motivation, which may be subject to biases such as social desirability or inaccurate self-assessment. Future research could use more objective measures of motivation, such as behavioral observations or teacher assessments. Lastly, the study's cross-sectional design does not allow for causal inferences, so longitudinal studies would be needed to determine the long-term effects of reading motivation on academic performance.

Recommendation

Based on the findings of this research, several recommendations can be made. First, educators and parents should prioritize fostering intrinsic reading motivation in students. This can be achieved by encouraging students to read for enjoyment and personal interest, rather than solely for external rewards or grades. Creating a classroom and home environment that values literacy, with access to diverse reading materials, can further stimulate motivation. Additionally, teachers should consider using self-regulation strategies, as motivated students tend to exhibit better goal setting and learning strategies. Second, schools should focus on providing a supportive learning environment where students feel encouraged to engage in reading tasks and where their motivation is nurtured through positive reinforcement and meaningful feedback. Lastly, future interventions could involve incorporating motivational enhancement techniques, such as goal-setting activities or reading challenges, to boost motivation and academic performance.

Future studies could expand the analysis by incorporating these factors to gain a more comprehensive understanding of academic performance. Third, the research relied on self-reported measures of motivation, which may be subject to biases such as social desirability or inaccurate self-assessment. Future research could use more objective measures of motivation, such as behavioral observations or teacher assessments.

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Conflict of Interest

The author declares no conflict of interest related to this research. The study was conducted independently and without any influence from external funding sources, organizations, or individuals. The results and interpretations of the study reflect the author's own views and are not influenced by any external entities.

Declaration of Generative AI-assisted Technologies

This manuscript was prepared without the assistance of Generative AI. All intellectual contributions, critical analyses, and final revisions were conducted by the authors. The authors take full responsibility for the accuracy, originality, and integrity of the content presented in this work.

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