

TÁC ĐỘNG CỦA ĐỘNG LỰC ĐỌC ĐỐI VỚI ĐỌC HIỂU CẢM NHẬN CỦA HỌC SINH LỚP 6 HỌC TIẾNG ANH TẠI TRƯỜNG TRUNG HỌC CƠ SỞ Ở VIỆT NAM

THE IMPACT OF READING MOTIVATION ON PERCEIVED READING COMPREHENSION AMONG GRADE 6 EFL STUDENTS IN VIETNAMESE LOWER SECONDARY SCHOOLS

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THÔNG TIN	TÓM TẮT
<p>Ngày nhận: 17/12/2025 Ngày nhận lại: 02/02/2026 Duyệt đăng: 12/02/2026 Mã số: TCKH-S01T02-2026-B12 ISSN: 2354 - 0788</p> <p>Từ khóa: Động lực đọc, đọc hiểu cảm nhận, học sinh lớp 6, THCS, tiếng Anh.</p> <p>Keywords: Reading motivation, perceived reading comprehension, Grade 6 EFL students, Vietnamese lower secondary education.</p>	<p><i>Nghiên cứu xem xét tác động của động lực đọc đến đọc hiểu cảm nhận của học sinh lớp 6 học tiếng Anh tại trường trung học cơ sở tại Việt Nam. Dựa trên dữ liệu khảo sát thu thập từ 140 học sinh, nghiên cứu vận dụng cách tiếp cận định lượng để nhận diện mức độ hứng thú, giá trị đọc, sự tự tin và kiên trì khi đọc, đồng thời phân tích mối liên hệ giữa các yếu tố này với kết quả đọc hiểu. Kết quả cho thấy động lực đọc có vai trò nổi bật trong việc duy trì sự tham gia, hỗ trợ người học xây dựng mô hình nghĩa và xử lý văn bản hiệu quả hơn. Hai cấu phần Giá trị cảm nhận & Sự hứng thú (Value & Enjoyment) và Sự tự tin & Tính kiên trì (Confidence & Persistence) đều thể hiện ảnh hưởng tích cực, cho thấy động lực đọc là yếu tố then chốt định hướng chất lượng đọc hiểu của học sinh trung học cơ sở. Nghiên cứu đóng góp thêm minh chứng thực nghiệm cho lĩnh vực động lực đọc (reading motivation) và đọc hiểu cảm nhận (perceived reading comprehension) tại Việt Nam. Đồng thời cung cấp gợi ý quan trọng cho giáo viên tiếng Anh, tổ chuyên môn và cán bộ quản lý trong việc thiết kế và quản lý hoạt động đọc nhằm nuôi dưỡng hứng thú và năng lực đọc bền vững cho học sinh.</i></p> <p>ABSTRACT <i>This study examines the impact of reading motivation on perceived reading comprehension among Grade 6 EFL students in secondary school, thereby clarifying how motivational factors relate to engagement and text processing in lower secondary English education. Survey data were collected from 140 students using a 5-point Likert questionnaire measuring two motivational dimensions, Value and Enjoyment and Confidence and Persistence, as well as perceived reading comprehension. Pearson correlation results indicated that both motivational dimensions were positively associated with perceived</i></p>

reading comprehension. Multiple linear regression further showed that Value and Enjoyment and Confidence and Persistence significantly predicted perceived reading comprehension and the model accounted for 46.3 percent of the variance with R-squared equal to 0.463. The findings add empirical evidence on reading motivation in the Vietnamese lower secondary context and suggest practical directions for teachers and school leaders to design reading activities that strengthen interest, confidence and sustained effort.

1. Introduction

In secondary education, Reading skills play an important role in forming language competence and supporting the development of academic thinking, in line with the orientation of the 2018 General Education Program. Many studies have emphasized that reading has a direct impact on students' ability to process information and expand their knowledge (Grabe & Stoller, 2020). However, teaching practice shows that many sixth-grade students tend to "read to answer questions" instead of "read to understand", leading to a significant decline in Reading Motivation, which Schiefele et al. (2016) considers to be a factor that governs the quality of text processing and Perceived Reading Comprehension results. Although psychological factors in foreign language learning are increasingly receiving attention, quantitative research on Reading Motivation in Vietnamese lower secondary schools remains limited, particularly studies focusing specifically on Grade 6 EFL learners and examining how motivational dimensions relate to perceived Perceived Reading Comprehension. This gap raises the need to investigate the level of Reading Motivation, perceived Perceived Reading Comprehension and its predictive power among Grade 6 EFL students in Secondary school. Based on that, the study was conducted to examine the relationship and predictive power between these two variables in Grade 6 students; two research questions were raised, including:

RQ1: What is the relationship between reading motivation and Perceived Reading

Comprehension among Grade 6 EFL students in Secondary school?

RQ2: To what extent does reading motivation predict Perceived Reading Comprehension among Grade 6 EFL students in Secondary school?

Addressing the two research questions not only provides empirical evidence to help teachers adjust Reading teaching activities to increase students' interest and engagement, but also supports schools in developing measures to develop Reading Motivation appropriate to age characteristics. In addition to its application value, the study also contributes additional data to the field of research on reading motivation in the Vietnamese context, which lacks empirical analysis at the secondary school level. These directions are consistent with clarifying the research topic "The Impact of Reading Motivation on Perceived Perceived Reading Comprehension among Grade 6 EFL Students in Secondary school".

2. Literature review

2.1. Theoretical perspectives on perceived reading comprehension and reading motivation

Perceived Reading Comprehension is considered a multi-layered cognitive process, including the ability to identify and integrate information, build meaningful models and apply background knowledge to make inferences to gain a deeper understanding of the text. In the present study, Perceived Reading Comprehension is approached as perceived Perceived Reading Comprehension captured through students' self-

reported outcomes. These requirements become particularly challenging for sixth graders, as they move from reading simply for comprehension to reading strategically, leading to a clear differentiation in their ability to synthesize main ideas and make high-level inferences (Perfetti & Stafura, 2019). In this context, Reading Motivation is considered a decisive factor in supporting students to maintain concentration, engagement and the ability to actively process text. Self-Determination Theory emphasizes the role of intrinsic motivation in promoting sustained learning behavior, while Expectancy-Value Theory focuses on learners' beliefs about their ability and the value they attach to reading tasks, which have been shown to influence learners' reading engagement and their Perceived Reading Comprehension outcomes, including perceived Perceived Reading Comprehension (Eccles & Wigfield, 2020). Components of Reading Motivation, such as Intrinsic Motivation, Value of Reading, Self-efficacy and Persistence have been identified in numerous studies and shown to positively impact students' reading attitudes and behaviors (McGeown et al., 2014; Shaona, 2025). At the same time, empirical evidence over the past decade has shown that Reading Motivation is one of the strongest predictors of Perceived Reading Comprehension outcomes, including perceived Perceived Reading Comprehension in young learners, especially in early middle school, when the stability of reading habits and strategies is gradually being formed (Schiefele et al., 2016).

2.2. Empirical studies on reading motivation and Perceived Reading Comprehension

In Vietnam, although the interest in learning motivation in English teaching is increasing, quantitative studies on Reading Motivation in the context of secondary school are still limited and almost no studies have examined the relationship between Reading

Motivation and Perceived Reading Comprehension in the context of teaching among Grade 6 EFL learners and how Reading Motivation relates to perceived Perceived Reading Comprehension in lower secondary education. This leads to a gap in understanding how the two components, Value & Enjoyment and Confidence & Persistence, operate and predict perceived Perceived Reading Comprehension among Grade 6 EFL students. Based on the above theory and empirical gap, this study builds a conceptual model based on the assumption that Reading Motivation has a positive influence on Perceived Reading Comprehension, in which the two factors Value & Enjoyment and Confidence & Persistence are considered as important components expected to directly “impact students' perceived Perceived Reading Comprehension.

2.3. Theoretical framework and hypothesis

The two components Value & Enjoyment and Confidence & Persistence are used in the current study because they reflect the structure of reading motivation established through the results of EFA analysis and at the same time are consistent with the descriptions of task value and competence beliefs in Expectancy-Value Theory (Eccles & Wigfield, 2020), thereby creating a solid theoretical and empirical basis to form a research model to test the impact of Reading Motivation on perceived Perceived Reading Comprehension among Grade 6 EFL students. Based on the theoretical arguments and empirical evidence summarized in the Literature Review section, together with the two-component structure of Reading Motivation established through EFA and supported by Expectancy-Value Theory, this study proposes a model to test the impact of two components of reading motivation: (i) Value & Enjoyment and (ii) Confidence & Persistence on perceived Perceived Reading Comprehension of 6th-grade students. The research model is presented in Figure 1.

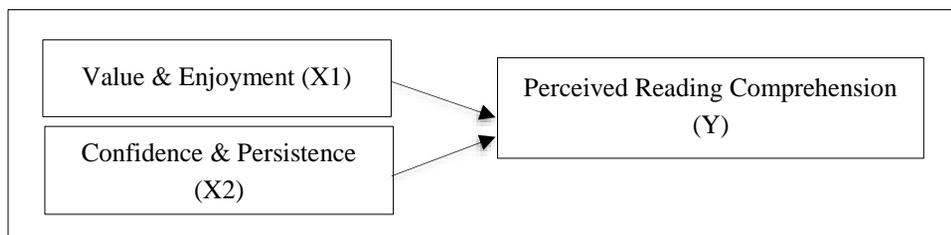


Figure 1. Proposed research model for the impact of reading motivation on perceived reading comprehension

H1: Value and enjoyment in reading positively predict students’ perceived Perceived Reading Comprehension.

H2: Reading confidence and persistence positively predict students’ perceived Perceived Reading Comprehension.

3. Methodology

The study employs a quantitative approach to examine the relationship between Reading Motivation and Perceived Reading Comprehension of 6th-grade students in Phuoc Thai Secondary school, thereby clarifying the role of reading motivation in the context of English teaching at the secondary school level. Using convenience sampling from one school, data were collected from 140 Grade 6 students at Phuoc Thai Secondary school, Long Thanh ward, Dong Nai province, during the 2024 to 2025 academic year. To address transparency and replicability, the sampling method should be stated explicitly as convenience sampling from one school, with data collected in intact classes on a voluntary

and anonymous basis and with invalid responses removed prior to analysis Data were analyzed in SPSS using Cronbach’s alpha for reliability and Exploratory Factor Analysis for factor structure. Descriptive statistics summarized key variables, Pearson correlation addressed RQ1 and multiple linear regression tested the predictive effects of Value and Enjoyment and Confidence and Persistence on perceived reading comprehension for RQ2. This sequence creates consistency between the research objectives and the analysis steps presented in the Findings section, ensuring the logic and reliability of the entire process.

4. Findings and discussion

4.1. Assessment of reliability and validity evidence

4.1.1. Reliability analysis

The reliability test results shown in Table 1 show that Reading Motivation has an adequate level of internal consistency, with a Cronbach’s α of 0.802, which meets the standards for educational behavioral scales and is strong enough to be used for further analysis.

Table 1. Reliability Results for the Reading Motivation Scale

Estimate	Cronbach's α
Point estimate	0.802

	If item dropped	
Item	Cronbach's α	Item-rest correlation
B1_ValueEnjoy	0.786	0.475
B2_ValueEnjoy	0.773	0.561
B3_ValueEnjoy	0.779	0.523
B4_ValueEnjoy	0.792	0.432
B5_ConfPers	0.773	0.560

	If item dropped	
Item	Cronbach's α	Item-rest correlation
B6_ConfPers	0.779	0.520
B7_ConfPers	0.776	0.544
B8_ConfPers	0.783	0.497

Besides, the item-rest correlation coefficients ranged from 0.432 to 0.561, reflecting a stable correlation between each item and the total scale and no items showed signs of weak correlation. The if item dropped index also shows that removing any item does not significantly increase Cronbach's α , thereby confirming that the eight questions all contribute consistently to the overall structure of the scale.

Overall, these results strengthen the stability of the scale and ensure reliability requirements before implementing in-depth analyses in the following sections.

4.1.2. Exploratory factor analysis

The results in Table 2 show that Exploratory Factor Analysis is appropriate for the data, as both the KMO measure and Bartlett's Test meet the required standards for factor extraction.

Table 2. KMO and bartlett's test for the reading motivation scale

a. Kaiser-Meyer-Olkin Test	
	MSA
Overall MSA	0.851
B1_ValueEnjoy	0.831
B2_ValueEnjoy	0.828
B3_ValueEnjoy	0.874
B4_ValueEnjoy	0.863
B5_ConfPers	0.869
B6_ConfPers	0.835
B7_ConfPers	0.857
B8_ConfPers	0.858

b. Bartlett's Test		
X ²	df	p
908.109	28.000	< .001

The KMO value of 0.851 reflects the strong enough correlation between variables to form a stable factor structure, while the Bartlett's Test is statistically significant ($\chi^2 = 908.109$, $p < .001$) indicating that the correlation matrix is suitable for factor analysis. Promax rotation continues to clarify the two-factor structure, as the items of

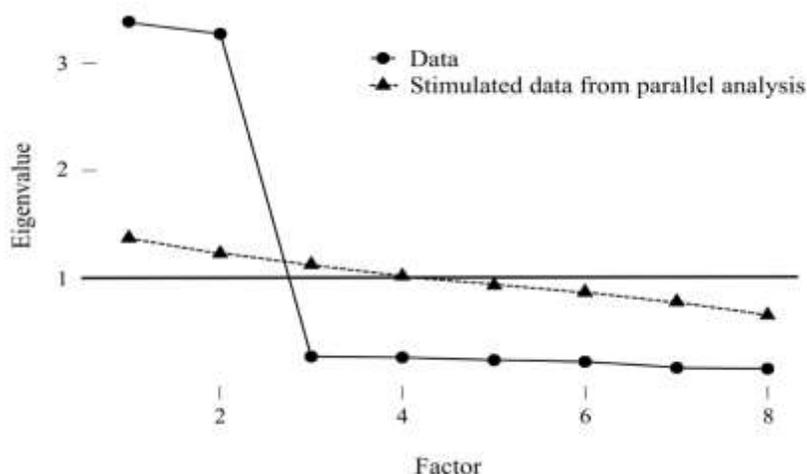
Confidence & Persistence have loading coefficients ranging from 0.877 to 0.906 and the items of Value & Enjoyment are in the range of 0.854 to 0.898. The low uniqueness values further strengthen the convergence of the items and the stability of the two-factor structure in the scale.

Table 3. Exploratory factor analysis of the Reading Motivation scale

d. Factor Loadings			
	Factor 1	Factor 2	Uniqueness
B6_ConfPers	0.906		0.180
B8_ConfPers	0.882		0.222
B7_ConfPers	0.877		0.231
B5_ConfPers	0.877		0.229
B2_ValueEnjoy		0.898	0.189
B1_ValueEnjoy		0.892	0.205
B3_ValueEnjoy		0.858	0.262
B4_ValueEnjoy		0.854	0.268

Note. Applied rotation method is promax.

e. Factor Characteristics							
		Unrotated solution			Rotated solution		
	Eigenvalues	SumSq. Loadings	Proportion var.	Cumulative	SumSq. Loadings	Proportion var.	Cumulative
Factor 1	3.382	3.165	0.396	0.396	3.145	0.393	0.393
Factor 2	3.278	3.050	0.381	0.777	3.070	0.384	0.777

**Figure 2.** Scree plot the Reading Motivation scale

In addition, the results of the variance analysis show that the two factors explain 77.7% of the total variance, a very high level for scales in the educational field and completely consistent with the proposed theoretical model. Furthermore, the Scree plot in Figure 2 also confirms the two-factor structure when the eigenvalue curve of the data decreases sharply after the second factor and is below the simulation line of parallel analysis in the following factors. All these indicators show that

the Reading Motivation scale has a solid measurement structure and converges well on two main dimensions, thereby creating a reliable basis for correlation and regression analyses in the following parts of the study.

4.2. Relationship between reading motivation and Perceived Reading Comprehension

4.2.1. Descriptive Statistics

The descriptive statistics results of Table 4 show that the research variables all have 140 valid observations and no missing data appear.

Table 4. Descriptive statistics of key study variables

	Mot_ValueEnjoy	Mot_ConfPers	Perceived_Comp
Valid	140	140	140
Missing	0	0	0
Mean	3.630	3.545	3.466
Std. Deviation	0.745	0.775	0.772

Specifically, the average score of Value & Enjoyment was 3.630 with a standard deviation of 0.745, reflecting a fairly positive level of interest and awareness of the value of reading. Confidence & Persistence had a Mean of 3.545 and an SD of 0.775, indicating a relatively stable level of confidence and ability to maintain effort when reading. Perceived Reading Comprehension reached an average of 3.466 with a standard deviation of 0.772, indicating a moderately positive level of perceived reading comprehension and a level of fluctuation roughly corresponding to the two components of Reading Motivation. These results provide an initial descriptive basis for testing the relationship between Reading Motivation and Perceived Reading Comprehension in subsequent analyses.

4.2.2. Correlation

The correlation results in Table 5 show that both components of Reading Motivation are positively related to Perceived Reading Comprehension. Value & Enjoyment have a moderate positive correlation with Perceived Reading Comprehension ($r = 0.495$, $p < .001$), while Confidence & Persistence also maintain a similar correlation ($r = 0.472$, $p < .001$). These two components are barely related to each other ($r = 0.011$, $p = 0.898$), reflecting the clear separation between the aspects of reading motivation as confirmed by EFA. These results show that Reading Motivation contributes significantly to Perceived Reading Comprehension and provide a suitable basis for the regression analysis in the next section.

Table 5. Pearson correlations among key study variables

Variable		Mot_ValueEnjoy	Mot_ConfPers	Reading_Comp
1. Mot_ValueEnjoy	Pearson's r	—		
	p-value	—		
2. Mot_ConfPers	Pearson's r	0.011	—	
	p-value	0.898	—	
3. Perceived_Comp	Pearson's r	0.495	0.472	—
	p-value	< .001	< .001	—

4.2.3. Summary of RQ1 findings

Overall, the results in RQ1 show that Reading Motivation has a clear and positive relationship with Perceived Reading Comprehension. Both Value & Enjoyment and

Confidence & Persistence components are moderately positively correlated with Perceived Reading Comprehension, while the two components themselves operate relatively independently. This suggests that the higher the

students' perception of the value and enjoyment of reading and the more stable their confidence and effort, the higher their Perceived Reading Comprehension results. These findings establish an important foundation for moving on to test the predictive power of each component in RQ2.

4.3. Predictive power of reading motivation on perceived reading comprehension

4.3.1. Linear regression

The regression results presented in Table 6 show that the Perceived Reading Comprehension predictive model achieved a high level of fit, with $R = 0.680$ and $R^2 = 0.463$, reflecting that the two components of Reading Motivation explained more than 46% of the variance in Perceived Reading Comprehension ability.

Table 6. Linear regression predicting Perceived Reading Comprehension

Model	R	R ²	Adjusted R ²	RMSE
H ₀	0.000	0.000	0.000	0.772
H ₁	0.680	0.463	0.455	0.570

Model		Sum of Squares	df	Mean Square	F	p
H ₁	Regression	38.382	2	19.191	59.056	< .001
	Residual	44.520	137	0.325		
	Total	82.901	139			

Note. The intercept model is omitted, as no meaningful information can be shown.

Model		Unstandardized	Standard Error	Standardized	t	p
H ₀	(Intercept)	3.466	0.065		53.104	< .001
H ₁	(Intercept)	-0.029	0.325		-0.088	0.930
	Mot_ValueEnjoy	0.508	0.065	0.490	7.823	< .001
	Mot_ConfPers	0.466	0.062	0.467	7.458	< .001

The Adjusted R^2 value of 0.455 and the statistically significant ANOVA result ($F = 59.056$, $p < .001$) confirmed that the model was suitable and had significant predictive ability. Both independent variables had positive and statistically significant standardized coefficients, in which Value & Enjoyment reached 0.490 and Confidence & Persistence reached 0.467, showing that each component contributed significantly and relatively balanced in predicting Perceived Reading Comprehension. These results continue to confirm the role of Reading Motivation in improving students' Perceived Reading Comprehension results in the research context.

4.3.2. Summary of findings for RQ2

Taken together, the regression results show that Reading Motivation has a significant predictive role for Perceived Reading Comprehension. The regression model explains more than 46% of the variance in Perceived Reading Comprehension, a strong level of explanation in the context of educational research. Both Value & Enjoyment, as well as Confidence & Persistence, have positive and statistically significant effects with relatively similar contributions. This result shows that the combination of enjoyment and perceived value of reading activities, along with the level of

confidence and persistence that students maintain during reading, all make a significant contribution to the quality of Perceived Reading Comprehension they achieve. These findings provide a basis for discussing how motivational dimensions may operate as distinct yet complementary predictors of perceived reading comprehension in Grade 6 EFL learners.

4.3.3. Discussion of key contributions

Beyond confirming a positive association between Reading Motivation and perceived reading comprehension, the current results offer two contextual contributions. First, the Grade 6 context is important because it is the early lower secondary transition, when students begin to face higher cognitive demands and more strategically oriented reading (Perfetti & Stafura, 2019). During this transition, Value and Enjoyment may reflect the perceived meaningfulness of reading tasks, while Confidence and Persistence capture competence beliefs and sustained effort—two motivational pathways that become prominent as reading routines and strategies are still developing and consolidating. Second, the results demonstrate a clear contribution to measurement and modeling. The two dimensions are empirically distinct, as evidenced by near zero intercorrelation, but both predict meaningfully for perceived reading comprehension with relatively similar standardized effects. Furthermore, the regression model explains 46.3 percent of the variance, a fairly strong explanatory power in educational research, suggesting that reading motivation is a practical leverage point for improving learners' perceived outcomes in lower secondary EFL reading.

5. Implication and conclusion

The empirical results show that Reading Motivation is not only closely related to Perceived Reading Comprehension, as measured through students' self report but also plays a strong predictive role in the context of

6th graders entering a cognitive transition period, a time when reading requires the ability to integrate information and build more complex meaning models than in elementary school, as described by Perfetti and Stafura (2019) in their multi-level reading processing model. This finding has particular significance for teaching Reading, especially when learners' interest and persistence often determine the quality of text processing, which has been emphasized by Schiefele et al. (2016) in their longitudinal study of reading motivation in adolescents. When comparing the results with current classroom practices, it can be seen that many students still approach reading in a task-oriented way, that is, only focusing on answering questions instead of constructing meaning, leading to a mismatch between curriculum expectations for strategic reading and students' actual reading practices..

Reading in class, if it only stops at the level of finding information to answer questions, it is difficult to create a positive resonance strong enough to nurture Reading Motivation, thereby reducing the effectiveness of receiving and processing text. From a pedagogical perspective, the results obtained show that teachers need to adjust the way of implementing reading activities in a way that helps students develop positive emotions about the value of reading and form confidence in their own reading ability. For Value and Enjoyment, teachers can strengthen perceived meaningfulness by allowing text choice and linking reading tasks to students' interests. For Confidence and Persistence, teachers can provide structured scaffolding and formative feedback that supports sustained effort during reading. Eccles and Wigfield's Expectancy-Value Theory (2020) emphasizes that learners' motivation increases when they both believe that they can perform the task and perceive that the activity is personally meaningful.

In this context, teachers can design more open-ended reading tasks, providing students with opportunities to choose appropriate reading strategies and experience a sense of accomplishment after processing the text. These adjustments are consistent with research findings on the role of self-efficacy in sustaining long-term learning efforts (Shaona, 2025) and with evidence that intrinsic motivation can be unlocked when the learning environment facilitates meaningful interaction with the text. In addition, the results of Lazarides et al. (2020) indicate that the way teachers deliver content and construct the classroom space can also indirectly influence students' Reading Motivation, opening up suggestions for optimizing the teaching environment to improve the quality of text access.

From a broader perspective of educational management, the findings of the study suggest that Reading Motivation should be considered a central element in program design rather than just a supporting role. This is especially important for 6th graders, who are in the process of forming reading habits and are clearly influenced by the learning environment as well as teaching methods. Schools can develop intervention programs aimed at enhancing Value & Enjoyment through diversifying reading materials, organizing extracurricular activities around texts and arranging open reading spaces; at the same time, reinforcing Confidence & Persistence through feedback systems and assessment strategies that

support the learning process. These orientations are consistent with international evidence showing that the combination of intrinsic interest and self-efficacy creates a sustainable impact on young learners' reading behavior (McGeown et al., 2014; Schiefele et al., 2016).

In general, the research results confirm that Reading Motivation plays an important role in forming and improving Perceived Reading Comprehension of 6th graders, in lower secondary EFL education in Vietnam. The stable association between Value & Enjoyment and Confidence & Persistence suggests that developing Reading Motivation can be an effective strategy to improve Perceived Reading Comprehension in the context of lower secondary education. At the same time, the study also contributes to the empirical evidence on Reading Motivation in Vietnam, where quantitative surveys based on real classroom data are still limited. Given the single school convenience sample, the findings should be interpreted with caution regarding generalizability to other lower secondary contexts. This is also the foundation for future studies to continue to further explore the relationship between reading motivation, reading strategies and text reception effectiveness, in order to support the development of Reading teaching models that are more suitable to the needs and cognitive characteristics of students in the early stages of secondary school.

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