



READING MOTIVATION AND READING ANXIETY AMONG READERS: BASIS FOR INFORMATIONAL LITERACY DEVELOPMENT PROGRAM

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Abstract :

This study examines the relationship between reading motivation, reading anxiety, and reading outcomes among participants, with the aim of developing an informational literacy development program. The findings reveal high levels of reading motivation driven by social influences, personal achievement, curiosity, and variety in reading materials. However, significant reading anxiety related to embarrassment, fear of judgment, and public reading is also identified. The study shows that targeted support and interventions can dramatically improve reading levels and reduce reading anxiety, with significant influences of both reading motivation and anxiety on reading outcomes.

The study highlights the importance of creating a supportive and non-judgmental reading environment, providing diverse and engaging reading materials, and incorporating strategies to boost reading motivation and reduce anxiety. In addressing these factors and providing comprehensive support, an informational literacy development program can effectively enhance reading skills and reduce reading anxiety, ultimately improving overall literacy and learning outcomes.

The study emphasizes the need for a holistic approach to literacy development that addresses both reading motivation and anxiety. In fostering a positive reading culture, celebrating achievements, and providing targeted support, literacy programs can help learners develop strong reading skills and confidence, leading to improved educational outcomes.

Keywords: reading anxiety, information literacy, development program

INTRODUCTION

This study was anchored in the paramount imperative to remedy the interconnected challenges of low reading motivation and elevated reading anxiety among readers. Previous studies established that low reading-motivated learners frequently had weak reading profile, which subsequently exacerbated their anxiety over reading assignments (McBreen & Savage, 2020). This cycle of low motivation and high anxiety posed serious obstacles to academic achievement and literacy development overall.

Reading motivation was determined to be a major predictor of the quality of learners' involvement in reading activities. Research indicated that motivated readers not only read more but also had improved reading comprehension ability (van der Sande et al., 2023). Yet, these readers usually did not have this inherent motivation, which caused them to decline in their reading skills and grades. The research sought to investigate the reasons behind low reading motivation in such learners and the most effective strategies for boosting their motivation.

Reading anxiety, on the other hand, was determined to be a major hindrance to reading success. Severe anxiety may result in avoidance behaviors, in which learners intentionally stayed away from reading activities to avoid the discomfort of experiencing anxiety (Conradi et al., 2014). This avoidance contributed to further impairment in their reading progress, resulting in a self-reinforcing cycle of poor performance and anxiety. The study aimed to explore the factors behind reading anxiety in readers and create interventions to dampen reading anxiety.

The significance of tackling both reading motivation and anxiety was highlighted by the potential long-term gains for learners' academic and personal development. In creating a positive reading context and offering targeted intervention, teachers could assist readers in cultivating a more positive attitude towards reading, thus enhancing their overall literacy (Morgan et al., 2018). The research sought to offer a detailed insight into such issues and to establish the basis for an information literacy development program that would be applied in schools.

This research was motivated by the desire to shatter the cycle of low reading motivation and excessive reading anxiety in readers. Through the determination of the underlying causes of these problems and the creation of effective interventions, the

research hoped to improve learners' reading experiences and facilitate their academic achievement. The results were anticipated to inform the construction of a strong informational literacy program that would be widely implementable to serve readers.

Statement of the Problem

This study measured the reading motivation and reading anxiety among readers. Results were used as basis for informational literacy development program.

Specifically, it answered the following questions:

1. What is the level of reading motivation and level of reading anxiety among readers in public elementary schools in the Division of Tarlac Province?
2. What is their reading profile?
3. How does reading motivation influence their reading profile?
4. How does reading anxiety affect the reading profile?
5. What informational literacy development program can be proposed to improve reading motivation among readers?

METHODOLOGY

This chapter presents the research design, the sources of data, the instrumentation and data collection, and the tools for data analysis.

Research Design

The research utilized a quantitative research design, using descriptive and ex post facto research methods, to examine the levels of reading motivation and reading anxiety of readers and their reading profile. The descriptive method was utilized to present a clear picture of the present state of these variables among the target population, which were readers in public elementary schools in the Division of Tarlac Province.

The ex post facto method was used to investigate the interactions among reading motivation, reading anxiety, and reading achievement. The method was suitable because it enabled the researcher to investigate pre-existing conditions and interactions without intervening in any variable. Data was gathered using standard questionnaires and reading tests. The degree of reading motivation was assessed by a validated scale of reading motivation, which comprised items measuring both intrinsic and extrinsic motivation. Reading anxiety was measured by a self-report scale that was aimed at capturing the frequency and severity of symptoms of anxiety in response to reading tasks. Reading profile was assessed with standardized reading tests that measured reading fluency, accuracy, and comprehension.

The sample was chosen using stratified random sampling to represent schools and grades. Descriptive statistics were used to summarize the reading motivation, reading anxiety, and reading profile levels. Correlational analyses were carried out to explore the correlations between reading motivation, reading anxiety, and reading profile. Regression was employed to ascertain the predictive ability of reading motivation and anxiety on reading profile.

Sources of Data

The primary data sources for this were direct responses from participants, who were readers from public elementary schools in the Tarlac Province Division. Data collection was done by using standardized questionnaires and reading assessments. The standardized questionnaires were constructed to assess the degree of reading motivation and reading anxiety among the learners. The questionnaires contained items that evaluated both intrinsic and extrinsic motivation and the frequency and intensity of anxiety symptoms towards reading tasks. Learners gave self-report data about their attitudes toward reading, how much they enjoyed reading activities, and their feelings of anxiety when doing reading tasks.

Reading tests were administered to assess the reading profile of the learners. These tests assessed different aspects of reading, such as reading accuracy, fluency, and comprehension. These tests presented objective measures of the reading proficiency of the learners, which were important in determining the interrelationship between reading motivation, anxiety, and performance.

Population Sampling

This study used 235 readers from the public elementary schools in Gerona South District in the Division of Tarlac Province. Participants were chosen through stratified random sampling to determine a balanced and representative sample across various schools and grade levels.

Stratified random sampling was employed to guarantee the sample represented fairly the population of readers at the division level. The population was initially grouped into strata by grade level and schools. Participants were drawn randomly from every stratum so that each subgroup was proportionally represented in the final sample. This approach assisted in reducing sampling bias and facilitated the generalizability of findings to the larger population of readers in the division. Participants were learners who were identified as readers based on their grade levels in standardized reading measures and teacher ratings. The learners were experiencing serious reading comprehension, fluency, and accuracy difficulties, and were reading below grade level in reading achievement.

With 235 participants involved, the study sought to collect extensive data regarding levels of reading anxiety, reading motivation, and reading profile among poor readers. The sample size was deemed adequate to yield valid and reliable results that would facilitate significant statistical analysis and conclusions.

Instrumentation and Data Collection

The study used a combination of standardized questionnaires and reading tests to gather data. The instruments were specifically chosen to be able to ensure the validity and reliability of the data gathered.

The Reading Motivation Questionnaire was created to assess the participants' reading motivation levels. The scale had items evaluating intrinsic motivation, like reading enjoyment and interest in reading content, and extrinsic motivation, like reading for reward or praise. The questionnaire adopted a Likert scale format, where learners rated their level of agreement with different statements on reading motivation.

The Reading Anxiety Scale was employed to measure the participants' levels of reading anxiety. The self-report questionnaire contained items that assessed cognitive anxiety, for example, concern about reading profile, and somatic anxiety, for instance, physical symptoms such as sweating or trembling. The scale also employed a Likert format, which allowed learners to report the frequency and intensity of their anxiety symptoms while reading.

Standard reading tests were used to assess the reading skills of the participants. The tests captured different aspects of reading, such as reading fluency, accuracy, and comprehension. The tests were given on a one-on-one basis to ensure that every learner's reading skills were accurately measured.

The data collection was carried out in a series of phases to guarantee inclusive and precise data collection. Reading Motivation Questionnaire and Reading Anxiety Scale were presented to the participants in their individual classrooms. Instructions on how to fill in the questionnaires were clearly provided to the learners, and researcher were present to handle any concerns or questions. The questionnaires were filled during a single class session to ensure that the learners were not interrupted from their usual routines.

The standardized reading tests were individually administered to each participant. Testing was arranged at convenient times to avoid having learners tired or preoccupied. Each test session took about 30 minutes, in which the learners' reading fluency, accuracy, and understanding were tested.

The questionnaires and reading assessment scores were gathered and entered into a secure database. Descriptive statistics were employed to describe the levels of reading motivation, anxiety, and performance. Correlational analyses were used to investigate the intercorrelations among these variables, and regression analysis was employed to identify the predictive ability of reading motivation and anxiety on reading profile.

Tools for Data Analysis

This study employed descriptive statistics and regression analysis to present a clear picture of the data gathered. Descriptive statistics were employed to show the levels of reading motivation, reading anxiety, and reading profile among the respondents. Through this analysis, the researcher was able to determine the percentage of learners who were highly motivated or anxious. Graphical representations in the form of histograms and bar charts were also employed to visually present the data, which is more convenient for interpretation and communication of the results.

The t-test was used to investigate predictive associations among reading motivation, reading anxiety, and reading profile. The statistical method enabled the researcher to establish the degree to which reading motivation and anxiety could predict differences in reading profile. Reading profile was used as the dependent variable in the regression model, while reading motivation and reading anxiety were used as the independent variables.

RESULTS AND DISCUSSIONS

This chapter presents the discussion of findings brought from the data gathering procedure. The data gathering procedures were based on the questions posited in the beginning of this study.

1. Level of Reading Motivation and Level of Reading Anxiety Among Readers in Public Elementary Schools in the Division of Tarlac Province

Table 1.1
Level of Reading Motivation of the Participants

Statements	Mean	Description
I feel motivated to read when I see others reading.	4.86	Excellent
I feel a sense of accomplishment when I understand what I read.	4.86	Excellent
I read because I want to learn new things.	4.77	Excellent
I choose to read even when I have other activities to do.	4.71	Excellent
I look forward to reading new stories and articles.	4.63	Excellent
I enjoy reading different types of books and genres.	4.59	Excellent
I read because it helps me improve my skills.	4.54	Excellent
I feel proud when I finish reading a book.	4.49	Excellent
I like to read books that challenge me.	4.38	Excellent
I enjoy reading books in my free time.	3.89	Very Good
I feel excited when I start a new book.	3.86	Very Good
I read because it helps me understand the world better.	3.79	Very Good
I like to read about topics that interest me.	3.47	Very Good
I read because it is fun and entertaining.	2.71	Good
I enjoy discussing what I read with my friends and family.	2.5	Fair
Total	4.14	Very Good

The level of reading motivation among the participants, as indicated in Table 1.1, provides valuable insights into the factors that drive their engagement with reading. The highest mean scores of 4.86, described as "Excellent," are associated with feeling motivated to read when seeing others reading and feeling a sense of accomplishment when understanding what is read. This suggests that social influences and personal achievement are significant motivators for reading. The high scores indicate that creating a reading culture where reading is a shared activity and celebrating comprehension achievements can enhance reading motivation. Participants also report high motivation to read because they want to learn new things, with a mean score of 4.77. This suggests that curiosity and the desire for knowledge are strong motivators for reading. The high score indicates that providing access to diverse and informative reading materials can sustain and enhance this intrinsic motivation. Similarly, the mean score of 4.71 for choosing to read even when having other activities to do suggests that reading is a prioritized activity for many participants. This indicates a strong commitment to reading, which can be further nurtured by creating time and space for reading in daily routines. Looking forward to reading new stories and articles, with a mean score of 4.63, suggests that anticipation and excitement about new reading materials are important motivators. This indicates that regularly introducing new and engaging reading materials can maintain and boost reading motivation. Enjoying different types of books and genres, with a mean score of 4.59, suggests that variety in reading materials is crucial for sustaining interest. This highlights the importance of offering a wide range of reading options to cater to diverse preferences.

Reading to improve skills, with a mean score of 4.54, indicates that participants recognize the value of reading for personal development. This suggests that emphasizing the skill-building benefits of reading can enhance motivation. Feeling proud when finishing a book, with a mean score of 4.49, suggests that completion and achievement are significant motivators. This indicates that setting reading goals and celebrating their completion can boost motivation.

Liking to read books that challenge them, with a mean score of 4.38, suggests that participants are motivated by intellectual stimulation and the opportunity to stretch their cognitive abilities. This indicates that providing challenging reading materials can enhance motivation. Enjoying reading books in their free time, with a mean score of 3.89, suggests that reading is a preferred leisure activity for many participants. This indicates that promoting reading as a relaxing and enjoyable pastime can sustain motivation.

Feeling excited when starting a new book, with a mean score of 3.86, suggests that the novelty and potential of new reading materials are important motivators. This indicates that regularly introducing new books and creating a sense of anticipation can maintain motivation. Reading to understand the world better, with a mean score of 3.79, suggests that participants value reading for its ability to provide insights and broaden perspectives. This indicates that highlighting the informative and enlightening aspects of reading can enhance motivation.

Liking to read about topics that interest them, with a mean score of 3.47, suggests that personal interests are significant motivators for reading. This indicates that providing reading materials that align with participants' interests can sustain motivation. Reading for fun and entertainment, with a mean score of 2.71, suggests that enjoyment and entertainment are moderate motivators. This indicates that promoting the fun and entertaining aspects of reading can enhance motivation.

Enjoying discussing what they read with friends and family, with a mean score of 2.5, suggests that social interactions around reading are less significant motivators. This indicates that creating opportunities for social engagement around reading, such as book clubs and discussion groups, can enhance motivation. The total mean score of 4.14, described as "Very Good," provides an overall assessment of the participants' reading motivation. The high scores across various indicators suggest that participants are generally highly motivated to read, with social influences, personal achievement, curiosity, and variety being significant motivators. The implications of these findings are significant for the development of an informational literacy development program. The high motivation to read when seeing others reading and feeling a sense of accomplishment suggests that creating a reading culture and celebrating achievements can enhance motivation. Providing access to diverse and informative reading materials can sustain curiosity and the desire for knowledge. Regularly introducing new and engaging reading materials can maintain anticipation and excitement. Offering a wide range of reading options can cater to diverse preferences and sustain interest. Emphasizing the skill-building benefits of reading and setting reading goals can enhance motivation. Providing challenging reading materials can stimulate intellectual growth. Promoting reading as a relaxing and enjoyable pastime can sustain motivation. Highlighting the informative and enlightening aspects of reading can enhance motivation. Providing reading materials that align with participants' interests can sustain motivation. Promoting the fun and entertaining aspects of reading can enhance motivation. Creating opportunities for social engagement around reading can enhance motivation.

However, there are limitations to consider. The reliance on self-reported data may introduce bias, as participants may overestimate their motivation to read. Additionally, the study's sample size may limit the generalizability of the findings. Future research could address these limitations by including a larger and more diverse sample and incorporating objective measures of reading motivation.

Table 1.2
Level of Reading Anxiety of the Participants

Statements	Mean	Description
I feel embarrassed when I struggle with reading.	4.85	Very Much Serious
I worry that others will judge me for my reading skills.	4.8	Very Much Serious
I feel nervous when I have to read aloud in class.	4.64	Very Much Serious
I worry about making mistakes when I read.	4.52	Very Much Serious
I worry about not being able to finish reading assignments on time.	3.85	Serious
I get anxious when I see a lot of text to read.	3.79	Serious
I avoid reading because it makes me feel stressed.	3.64	Serious
I feel uncomfortable when I have to read new or challenging material.	3.6	Serious
I feel tense when I have to read difficult passages.	3.58	Serious
I feel overwhelmed when I have to read for a long time.	3.35	Moderately Serious
I feel discouraged when I encounter unfamiliar words while reading.	2.79	Moderately Serious
I feel my heart race when I am asked to read in front of others.	2.72	Moderately Serious
I feel self-conscious about my reading speed.	2.69	Moderately Serious
I get anxious when I have to answer questions about what I read.	2.54	Slightly Serious
I get frustrated when I don't understand what I am reading.	2.36	Slightly Serious
Total	3.58	Serious

The level of reading anxiety among the participants, as indicated in Table 1.2, provides critical insights into the factors that contribute to their discomfort and stress related to reading. The highest mean score of 4.85, described as "Very Much Serious," is associated with feeling embarrassed when struggling with reading. This suggests that embarrassment is a significant source of anxiety for many participants, indicating that they may fear judgment or negative evaluation from others when they encounter difficulties. The high score highlights the importance of creating a supportive and non-judgmental reading environment where learners feel safe to make mistakes and seek help.

Participants also report high levels of anxiety about being judged for their reading skills, with a mean score of 4.8. This suggests that concerns about others' perceptions are a major source of reading anxiety. The high score indicates that addressing these concerns through positive reinforcement and peer support can help reduce anxiety. Similarly, the mean score of 4.64 for

feeling nervous when reading aloud in class suggests that public reading is a significant anxiety-inducing activity. This indicates that providing opportunities for practice in a safe and supportive environment can help build confidence and reduce anxiety. Worrying about making mistakes when reading, with a mean score of 4.52, suggests that fear of errors is a major source of anxiety. This indicates that emphasizing the learning process and normalizing mistakes as part of learning can help reduce anxiety. The mean score of 3.85 for worrying about not being able to finish reading assignments on time suggests that time pressure is a significant source of stress. This indicates that providing time management strategies and flexible deadlines can help alleviate this anxiety.

Feeling anxious when seeing a lot of text to read, with a mean score of 3.79, suggests that the volume of reading material can be overwhelming for many participants. This indicates that breaking down reading assignments into smaller, more manageable sections can help reduce anxiety. Avoiding reading because it makes them feel stressed, with a mean score of 3.64, suggests that stress is a significant barrier to reading. This indicates that creating a relaxed and enjoyable reading environment can help reduce stress and encourage reading.

Feeling uncomfortable when reading new or challenging material, with a mean score of 3.6, suggests that unfamiliarity and difficulty are significant sources of anxiety. This indicates that providing scaffolding and support for challenging texts can help reduce anxiety. Feeling tense when reading difficult passages, with a mean score of 3.58, suggests that difficulty is a significant source of stress. This indicates that providing strategies for tackling difficult texts can help reduce anxiety.

Feeling overwhelmed when reading for a long time, with a mean score of 3.35, suggests that sustained reading can be overwhelming for many participants. This indicates that providing breaks and encouraging shorter reading sessions can help reduce anxiety. Feeling discouraged when encountering unfamiliar words, with a mean score of 2.79, suggests that unfamiliar vocabulary is a significant source of frustration. This indicates that providing vocabulary support and strategies for dealing with unfamiliar words can help reduce anxiety.

Feeling their heart race when asked to read in front of others, with a mean score of 2.72, suggests that public reading is a significant source of anxiety. This indicates that providing opportunities for practice and building confidence can help reduce anxiety. Feeling self-conscious about their reading speed, with a mean score of 2.69, suggests that concerns about reading speed are a significant source of anxiety. This indicates that emphasizing comprehension over speed and providing strategies for improving reading fluency can help reduce anxiety.

Feeling anxious when answering questions about what they read, with a mean score of 2.54, suggests that comprehension questions are a significant source of anxiety. This indicates that providing strategies for answering comprehension questions and emphasizing understanding can help reduce anxiety. Feeling frustrated when not understanding what they are reading, with a mean score of 2.36, suggests that comprehension difficulties are a significant source of frustration. This indicates that providing comprehension strategies and support can help reduce anxiety.

The total mean score of 3.58, described as "Serious," provides an overall assessment of the participants' reading anxiety. The high scores across various indicators suggest that reading anxiety is a significant issue for many participants, with embarrassment, fear of judgment, and public reading being major sources of anxiety. The findings highlight the importance of addressing these sources of anxiety to create a supportive and encouraging reading environment.

The implications of these findings are significant for the development of an informational literacy development program. The high levels of anxiety related to embarrassment, fear of judgment, and public reading suggest that creating a supportive and non-judgmental reading environment is crucial. Providing opportunities for practice in a safe environment, emphasizing the learning process, and normalizing mistakes can help reduce anxiety. Addressing time pressure, breaking down reading assignments, and providing vocabulary support can help alleviate stress and frustration. Creating a relaxed and enjoyable reading environment, providing scaffolding for challenging texts, and offering strategies for tackling difficult passages can help reduce anxiety. Emphasizing comprehension over speed, providing strategies for answering comprehension questions, and offering comprehension support can help reduce anxiety.

However, there are limitations to consider. The reliance on self-reported data may introduce bias, as participants may overestimate their anxiety levels. Additionally, the study's sample size may limit the generalizability of the findings. Future research could address these limitations by including a larger and more diverse sample and incorporating objective measures of reading anxiety.

1. Reading profile

Table 2
Reading Profile

Reading Profile	Pretest	Posttest
Independent	31	136
Instructional	35	71
Frustration	169	28
Total	235	235

The reading profile of the participants, as indicated in Table 2, provides a clear picture of their reading levels before and after the intervention. The pretest results show that a significant majority of the participants were at the frustration level (169 out of 235), indicating that they found reading tasks very challenging and were likely to experience significant difficulty and anxiety. Only a small number of participants were at the independent level (31), where they could read comfortably without assistance, and a moderate number were at the instructional level (35), where they could read with some support.

The posttest results, however, show a dramatic improvement. The number of participants at the independent level increased significantly to 136, indicating that a large proportion of the participants were able to read comfortably and independently after the

intervention. The number of participants at the instructional level also increased to 71, suggesting that more participants were able to read with some support. Most notably, the number of participants at the frustration level decreased dramatically to 28, indicating that far fewer participants found reading tasks very challenging after the intervention.

The implications of these findings are significant for the development of an informational literacy development program. The dramatic increase in the number of participants at the independent and instructional levels suggests that the intervention was highly effective in improving reading skills and reducing reading anxiety. The decrease in the number of participants at the frustration level indicates that the intervention helped participants overcome significant reading challenges and develop greater confidence in their reading abilities.

These findings highlight the importance of providing targeted support and interventions to improve reading skills and reduce reading anxiety. The significant improvements in reading levels suggest that with the right support and resources, participants can make substantial progress in their reading abilities. This underscores the need for a comprehensive and supportive informational literacy development program that addresses the specific needs and challenges of learners.

However, there are limitations to consider. The reliance on pretest and posttest assessments may not capture the full range of factors that influence reading motivation and anxiety. Additionally, the study's sample size may limit the generalizability of the findings. Future research could address these limitations by including a larger and more diverse sample and incorporating additional measures of reading motivation and anxiety.

2. Influence of Reading Motivation on Reading Profile

Table 3
Influence of Reading Motivation on Reading Profile

	Statistic	Influence of Reading Motivation on Reading Profile
Test of Homogeneity of Variances (Levene's Test)	F	4.85
	p	.146
Shapiro-Wilk Test of Normality	W	.938
	p	.092
Independent t-Test	t	2.46
	p	.048
Effect Size (Cohen's D)	D	.397

The influence of reading motivation on the reading profile of participants, as indicated in Table 3, provides important insights into how motivation impacts reading abilities and outcomes. The Test of Homogeneity of Variances (Levene's Test) shows an F statistic of 4.85 with a p-value of 0.146, indicating that the variances between groups are not significantly different. This suggests that the assumption of homogeneity of variances is met, allowing for a valid comparison between groups.

The Shapiro-Wilk Test of Normality shows a W statistic of 0.938 with a p-value of 0.092, indicating that the data is approximately normally distributed. This suggests that the assumption of normality is met, allowing for the use of parametric tests such as the independent t-test.

The independent t-test shows a t statistic of 2.46 with a p-value of 0.048, indicating a statistically significant difference between the reading profiles of participants with different levels of reading motivation. This suggests that reading motivation has a significant impact on reading outcomes, with higher motivation being associated with better reading profiles. The effect size, as measured by Cohen's D, is 0.397, indicating a moderate effect. This suggests that reading motivation has a meaningful impact on reading abilities, with motivated readers likely to have better reading outcomes.

The implications of these findings are significant for the development of an informational literacy development program. The significant influence of reading motivation on reading profiles suggests that enhancing reading motivation can lead to improved reading outcomes. This highlights the importance of incorporating strategies to boost reading motivation in literacy programs. In fostering a positive reading environment, providing engaging and diverse reading materials, and celebrating reading achievements, programs can enhance motivation and, consequently, reading abilities.

The moderate effect size indicates that while reading motivation is an important factor, it is not the only determinant of reading outcomes. This suggests that literacy programs should also address other factors that influence reading abilities, such as reading anxiety, access to resources, and instructional support. In taking a comprehensive approach that addresses multiple factors, programs can more effectively improve reading outcomes.

However, there are limitations to consider. The reliance on self-reported measures of reading motivation may introduce bias, as participants may overestimate their motivation levels. Additionally, the study's sample size may limit the generalizability of the findings. Future research could address these limitations by including a larger and more diverse sample and incorporating objective measures of reading motivation and outcomes.

3. Influence of Reading Anxiety on Reading Profile

Table 4
Influence of Reading Anxiety on Reading profile

	Statistic	Influence of Reading Motivation on Reading Profile
Test of Homogeneity of Variances (Levene's Test)	F	3.16
	p	.167
Shapiro-Wilk Test of Normality	W	.935
	p	.085
Independent t-Test	t	2.64
	p	.039
Effect Size (Cohen's D)	D	.441

The influence of reading anxiety on the reading profile of participants, as indicated in Table 4, provides important insights into how anxiety impacts reading abilities and outcomes. The Test of Homogeneity of Variances (Levene's Test) shows an F statistic of 3.16 with a p-value of 0.167, indicating that the variances between groups are not significantly different. This suggests that the assumption of homogeneity of variances is met, allowing for a valid comparison between groups.

The Shapiro-Wilk Test of Normality shows a W statistic of 0.935 with a p-value of 0.085, indicating that the data is approximately normally distributed. This suggests that the assumption of normality is met, allowing for the use of parametric tests such as the independent t-test.

The independent t-test shows a t statistic of 2.64 with a p-value of 0.039, indicating a statistically significant difference between the reading profiles of participants with different levels of reading anxiety. This suggests that reading anxiety has a significant impact on reading outcomes, with higher anxiety being associated with poorer reading profiles. The effect size, as measured by Cohen's D, is 0.441, indicating a moderate effect. This suggests that reading anxiety has a meaningful impact on reading abilities, with anxious readers likely to have poorer reading outcomes.

The implications of these findings are significant for the development of an informational literacy development program. The significant influence of reading anxiety on reading profiles suggests that reducing reading anxiety can lead to improved reading outcomes. This highlights the importance of incorporating strategies to reduce anxiety in literacy programs. In creating a supportive and non-judgmental reading environment, providing opportunities for practice in a safe environment, and offering strategies for dealing with time pressure, difficult texts, and comprehension questions, programs can help reduce anxiety and improve reading abilities.

The moderate effect size indicates that while reading anxiety is an important factor, it is not the only determinant of reading outcomes. This suggests that literacy programs should also address other factors that influence reading abilities, such as reading motivation, access to resources, and instructional support. In taking a comprehensive approach that addresses multiple factors, programs can more effectively improve reading outcomes.

However, there are limitations to consider. The reliance on self-reported measures of reading anxiety may introduce bias, as participants may overestimate their anxiety levels. Additionally, the study's sample size may limit the generalizability of the findings. Future research could address these limitations by including a larger and more diverse sample and incorporating objective measures of reading anxiety and outcomes.

SUMMARY

1. Table 1.1 provides a detailed overview of the level of reading motivation among participants, revealing high motivation driven by social influences, personal achievement, curiosity, and variety in reading materials. The findings suggest that creating a reading culture, celebrating achievements, and providing diverse and engaging reading materials can enhance reading motivation.
2. Table 1.2 examines the level of reading anxiety among participants, highlighting significant anxiety related to embarrassment, fear of judgment, and public reading. The findings suggest that creating a supportive and non-judgmental reading environment, providing opportunities for practice, and offering strategies for dealing with time pressure, difficult texts, and comprehension questions can help reduce reading anxiety.
3. Table 2 presents the reading profile of participants before and after the intervention, showing a dramatic improvement in reading levels. The number of participants at the independent and instructional levels increased significantly, while the number at the frustration level decreased dramatically. The findings suggest that targeted support and interventions can effectively improve reading skills and reduce reading anxiety.
4. Table 3 explores the influence of reading motivation on the reading profile, revealing a significant impact of motivation on reading outcomes. The findings suggest that enhancing reading motivation can lead to improved reading abilities, highlighting the importance of incorporating strategies to boost motivation in literacy programs.
5. Table 4 examines the influence of reading anxiety on the reading profile, showing a significant impact of anxiety on reading outcomes. The findings suggest that reducing reading anxiety can lead to improved reading abilities, emphasizing the need for strategies to address anxiety in literacy programs.

Conclusions

1. High reading motivation among participants is driven by social influences, personal achievement, curiosity, and variety in reading materials.
2. Significant reading anxiety is related to embarrassment, fear of judgment, and public reading.
3. Targeted support and interventions can dramatically improve reading levels and reduce reading anxiety.
4. Reading motivation has a significant impact on reading outcomes, with higher motivation leading to better reading profiles.
5. Reading anxiety has a significant impact on reading outcomes, with higher anxiety leading to poorer reading profiles.

Recommendations

1. Develop literacy programs that create a reading culture, celebrate achievements, and provide diverse and engaging reading materials to enhance motivation.
2. Create supportive and non-judgmental reading environments, provide opportunities for practice, and offer strategies for dealing with time pressure, difficult texts, and comprehension questions to reduce reading anxiety.
3. Provide targeted support and interventions to improve reading skills and reduce reading anxiety, ensuring that learners can progress to higher reading levels.
4. Incorporate strategies to boost reading motivation in literacy programs, while also addressing other factors that influence reading abilities, such as access to resources and instructional support.
5. Implement strategies to reduce reading anxiety in literacy programs, including creating a supportive environment, providing practice opportunities, and offering strategies for dealing with anxiety-inducing situations.

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