

The Mediating Effects of Personality in the Relationship Between Reading Strategies and Students' Motivation in the Filipino Language

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ABSTRACT

This quantitative research aimed to determine the mediating effects of personality in the relationship between reading strategies and students' Motivation in Filipino. The study was done using the descriptive correlational survey and mediating analysis technique using mean, regression analysis, Pearson r, and Sobel z-test. The research used adapted questionnaires divided into three parts modified to suit the study. The data was generated through a stratified random sampling technique with 240 private senior high school students in Koronadal City enrolled in a Filipino reading subject. The study determined high levels in each personality style, each reading strategy, and

overall reading motivation. There was also a significant relationship between reading strategy towards general motivation, personality towards overall motivation, and personality and reading strategy. The research identified that with fifteen combinations, fourteen had a moderate mediation on each personality style between the relationship of each reading strategy to overall reading motivation in Filipino except for one combination *Support reading strategies* → *Neuroticism* → *Motivation* which was not indicated of having a mediation.

Keywords: *education, Filipino, mediation, personality, reading motivation, reading strategies,*

INTRODUCTION

Learning achievement is not solely determined by intelligence. Other aspects that influence successful learning include personality, strategy, and motivation. Many Filipino students need more motivation in their studies, particularly reading. The recent assessment administered by Organization for Economic Cooperation and Development Philippines had the lowest reading comprehension score out of 79 participating countries (San Juan).

The primary reason for reading is to contribute to the development of cognitive operations that allow a person to learn various instructions, enjoy positive experiences, perform their duty, and participate in the social context (Cirocki and Caparoso 8). Reading comprehension scores are decreasing

because of the lack of motivation to read. Lack of motivation is blamed for the poor level of reading comprehension. Students' comprehension of the reading activity will be improved if they have a strong and specific motivation. Strong motivation in learning activities, especially reading, will be more advantageous in addressing the problem.

Ehrman and Oxford's study investigated how personality affects the reading approach. Introverts used metacognitive strategies more frequently than extrovert students (Ghamei and Sabokrouh 7). According to the Schema Theory, students employed several reading methods, such as summarizing, filling in the blanks, and so on, to attain the reading purpose. Their reading abilities influence a student's motivation to read. Other characteristics unrelated to reading, such as personality, can impact their desire to read. Students motivated by intrinsic factors outperformed those motivated by extrinsic factors (Lumanisa 30).

Since no research was done to see if personality plays a role in the relationship between reading strategy and students' motivation to read, particularly in the Filipino language, it is critical to investigate the impact of personality on students' motivation and strategies for addressing the nation's reading challenges. The study will help direct the country's reading assessment and evaluation results for continuous learning and education growth success.

The study attempted to determine whether personality mediated the relationship between reading strategies and students' motivation. The researchers set the following objectives. First was to determine the level of reading strategies of students in the Filipino Language. The second was to assess the level of motivation of students to read in the Filipino language. The third was to determine the personality level of students in Filipino. The fourth was to describe the significant relationship between the three variables. Last was to determine whether personality significantly mediated the relationship between reading strategy and student motivation in the Filipino language.

METHOD

The researchers employed a descriptive-correlational survey. The significant correlation of each variable as to the association between reading strategy and overall motivation, as well as the relationship between personality and reading strategy and overall motivation to read in the Filipino language, was determined using the descriptive correlational technique. The investigation also included the use of the mediating analysis technique.

The 240 respondents came from a private school enrolled in a Filipino subject, specifically Reading in the New Normal. Students were chosen randomly via stratified random sampling, with sixteen (16) respondents in each strand of the eleventh grade who chose online distance learning. The private

institution was only the locale of the study, for it offered online distance learning and employed a Learning Management System. The research did not include public school students in Koronadal City in the eleventh due to the severe danger of COVID-19.

A three-part questionnaire was utilized to collect the data needed for the investigation. All items in each indicator of the three variables revealed a "good" interpretation that indicated they were valid and reliable. The researcher had scheduled a survey involving their students with the principal of the participating private school.

In analyzing the data, mean and standard deviation were used to describe the levels and variability of personality, reading strategies, and students' motivation in reading in the Filipino language. The Pearson product-moment correlation test was used to determine the significance of the relationship between reading strategies and students' Motivation in Filipino, reading strategies and personality, and personality and motivation in the Filipino language. The strong influence of personality correlated with reading strategies and students' motivation was measured using regression analysis. The Sobel z-test was used to see if the mediating variable, personality, carries (or mediates) an independent variable's effect on the dependent variable- the desired outcome.

RESULTS AND DISCUSSION

Table 1 shows the statistical results of the level of each reading strategy. The problem-solving strategy outperformed the other two reading strategies for achieving a very high level, indicating that students constantly use it. Meanwhile, the global and reading support strategies achieved a high level, indicating that students often use them.

Table 1

Indicators	Mean	SD	Descriptive Level
Global reading strategies	4.16	.528	High
Problem-solving strategies	4.22	.672	Very High
Support reading strategies	3.98	.638	High

Nurteteng (8) found that problem-solving strategies such as rereading the text, adjusting reading speed, and paying adequate attention to reading were always manifested in the students. The second type of reading strategy was the global strategy, which involves looking at the text before reading, selecting readings, and employing the schema while reading. Less used reading strategies like supporting graphics and reading aloud were utilized less because of the lack of interest in using the strategy as it will take up more of their time that could be spent in reading.

As shown in Table 2, four of the six indicators, reading fluency, reading challenge, reading curiosity, and reading

recognition, obtained a high level, implying that it was often manifested in students. Meanwhile, the reading task avoidance and social reading factor got a moderate level implying it was sometimes manifested in students.

Table 2

Level of Students' Reading Motivation in Filipino

Indicators	Mean	SD	Descriptive Level
Reading fluency	3.89	.664	High
Reading Challenge	3.93	.675	High
Reading curiosity	4.16	.645	High
Reading task avoidance	3.33	1.004	Moderate
Reading recognition	3.62	.900	High
Social reading factor	3.15	.987	Moderate
Overall	3.42	.515	High

Students are more motivated to read when what they read piques their interest and allows them to learn new things. The reading challenge was the second most important indicator of reading motivation. There may be implications for how the teacher increases the student's interest in reading in the Filipino language. The third was reading fluency, and students were capable of practical, interactive, strategic, fast, and high reading comprehension ability. The fourth was reading recognition; students' desire for their dignity in the reading task was reflected in their desire for recognition of reading in their study. Fifth was the avoidance of reading activities that had a moderate level.

Table 3 displays the statistical results for each personality

style. Each of the five personality styles had a high level which showed that it is frequently observed in students. Neuroticism had the highest mean and leading among the five personality styles. Neuroticism can lead to negative consequences such as fear, melancholy, shame, rage, guilt, and "distrust." Students with solid emotional scores were more likely to excel academically (Martey and Aborakwa-Larbi 3).

Table 3
Level of Each Personality Style

Indicators	Mean	SD	Descriptive Level
Openness to new experience	3.46	.592	High
Conscientiousness	3.40	.667	High
Extroversion	3.46	.652	High
Agreeableness	3.48	.612	High
Neuroticism	3.75	.692	High

Agreeableness with a high level comes in second, and agreeableness includes effort, self-discipline, punctuality, and overall ability (Martey and Aborakwa-Larbi 3); it had the most vital link with student academic performance of all personality traits. In line with Costa and Macrae, openness to new experiences refers to a person who is resourceful, imaginative, and curious about trying new things. Extroversion is the ability of humans to socialize, one who has excellent self-confidence and is active and expressive. Meanwhile, conscientiousness had the lowest mean of the five-personality style, yet it still had a high level. Compassion, cooperation, and helpfulness toward others were all aspects of honesty. It expresses the extent to

which man is innately decent.

Table 4 shows the study's statistical results that confirmed the relationship between each reading strategy and reading motivation in the Filipino language. The researcher used Pearson-r to determine the significance of the link between variables. With a p-value <0.000 for each reading strategy, it was all significant at the 0.05 level, proving that it had a significant relationship with the student's overall motivation to read.

Table 4
Statistical Results in the Relationship between Reading Strategies and the Overall Reading Motivation of Students in the Filipino Language

Reading Strategies	Overall Motivation in Reading
Global reading strategies	.480** (.000)
Problem-solving reading strategies	.400** (.000)
Support reading strategies	.521** (.000)

** $p < 0.01$ * $p < 0.05$

The result of the research refutes the study of Eliana (166), who noted in her study that there was a negative correlation between the two variables. Supported by the results of the study of Sani et al., students needed to be more academically competent, and their schema and experience had little effect. They did not influence their motivation to read. Thus, it can be

concluded that students needed adequate reading skills and strategies. Students can apply a reading goal, preview text, adjust reading speed, reread texts read, use a dictionary, and take notes to motivate them to read more. The teacher must pay adequate attention to training the student with various reading strategies that will help motivate them in reading.

Table 5 displays the statistical findings that support the association between each personality style and the student's overall motivation. Each personality type significantly impacted a student's motivation to read in Filipino. P-values of <0.000 were significant at the 0.05 level for five personality styles.

Table 5
Statistical Results of the Relationship between Each Personality Style and Students' Motivation in Reading

Personality Style	Overall Motivation in Reading
Openness to new experiences	.567** (.000)
Conscientiousness	.563** (.000)
Extroversion	.449* (.000)
Agreeableness	.463** (.000)
Neuroticism	.309** (.000)

** $p < 0.01$ * $p < 0.05$

A study by Raza and Shah (2-20) found a positive

association between conscientiousness and student motivation. Other studies have found no significant association between agreeableness and motivation. Findings demonstrated that well-organized, disciplined, and confident students had a strong desire to learn. Ariani's research shows that someone open to new experiences had a high chance of learning new things and enjoying a lively sensation. The data implied that highly emotional students were motivated to acquire knowledge because the emotional person was self-focused and avoided interactions around them, so they enjoyed books.

Table 6 summarizes the study's statistical findings, confirming that each personality style with an r-value ranging from $r = .294$ to $r = .506$, $p < 0.000$ had a positive and significant correlation with each student's reading strategy in the Filipino language. Thus, the null hypothesis stating that there was no significant correlation between the two variables was rejected.

Table 6
Statistical Results in the Relationship between Each Reading Strategy
and Each Personality Style

Personality Style	Reading Strategies		
	Global reading strategy	Problem-solving strategy	Support reading strategy
Openness to new experiences	.394** .000	.341** .000	.454** .000
Conscientiousness	.358** .000	.294** .000	.453** .000
Extroversion	.360** .000	.333** .000	.436** .000

Agreeableness	.411**	.373**	.506**
	.000	.000	.000
Neuroticism	.365**	.349**	.450**
	.000	.000	.000

** $p < 0.01$ * $p < 0.05$

Students with neuroticism personalities may avoid the learning process when they encounter difficulties. Hence this personality type was unlikely to have any bearing on the learning style (Koseoglu 45). Meanwhile, the evidence contradicts the notion that the two variables had no substantial relationship.

Table 7 displays the findings of the mediating effect analysis based on the interaction of each reading strategy and personality style on the students' overall motivation to read in Filipino.

Table 7
Statistical Results of the Mediation (Mediating Effect) Analyses
Based on the Combination of Each Reading Strategy and
Personality Style toward Overall Reading Motivation

Combination of Variables	Sobel z	p-value	Mediating Effect Percentage	Decision for Ho
Global Reading Strategies → Openness to new experiences → Motivation	5.14 4537	<.00 0*	36.812262 %	Reject
Global Reading Strategies → Conscientiousness → Motivation	4.83 1760	<.00 0*	33.506255 %	Reject
Global Reading Strategies → Extroversion → Motivation	4.04 7043	<.00 0*	23.808399 %	Reject

Global Reading Strategies → Agreeableness → Motivation	4.27	<.00	27.361023	Reject
	3718	0*	%	
Global Reading Strategies → Neuroticism → Motivation	2.35	.018	11.729901	Reject
	4191	6*	%	
Problem-solving Strategies → Openness to new experiences → Motivation	4.74	<.00	41.594703	Reject
	0087	0*	%	
Problem-solving Strategies → Conscientiousness → Motivation	4.20	<.00	35.771929	Reject
	2662	0*	%	
Problem-solving Strategies → Extroversion → Motivation	4.04	<.00	29.550075	Reject
	6495	0*	%	
Problem-solving Strategies → Agreeableness → Motivation	4.34	<.00	33.915497	Reject
	9512	0*	%	
Problem-solving Strategies → Neuroticism → Motivation	2.72	.006	16.780953	Reject
	2441	5*	%	
Support Reading Strategies → Openness to new experiences → Motivation	5.40	<.00	36.294833	Reject
	2504	0*	%	
Support Reading Strategies → Conscientiousness → Motivation	5.35	<.00	35.781612	Reject
	3364	0*	%	
Support Reading Strategies → Extroversion → Motivation	3.94	<.00	22.927555	Reject
	3789	0*	%	
Support Reading Strategies → Agreeableness → Motivation	3.89	<.00	25.977824	Reject
	8627	0*	%	
Support Reading Strategies → Neuroticism → Motivation	1.47	.139	8.035767%	Accept
	8794	2		

** $p < 0.01$ * $p < 0.05$

Personality traits such as openness to new experiences, conscientiousness, extroversion, and agreeableness were partially mediated by a global strategy, problem-solving strategy, and reading support strategy. Meanwhile, two of the reading strategies, the global reading strategy, and the problem-solving strategy, revealed partial mediation of the student's overall motivation to read in Filipino in the personality style of neuroticism. The study discovered no link between neuroticism

in the support reading strategy and the student's overall motivation in the Filipino language.

Table 8 presents the study's findings, which revealed that each personality style mediated the relationship between each reading strategy and the student's overall motivation to read in Filipino.

Table 8
 Overall Results of the Mediating Effect of Each Personality Style between the Relationship of Each Reading Strategy and Overall Motivation to Read in the Filipino Language

Combination of Variables	Is there media Cian?	Type of Media Cian
Global Reading Strategies → Openness to new experiences → motivation	Yes	Partial
Global Reading Strategies → Conscientiousness → Motivation	Yes	Partial
Global Reading Strategies → Extroversion → Motivation	Yes	Partial
Global Reading Strategies → Agreeableness → Motivation	Yes	Partial
Global Reading Strategies → Neuroticism → Motivation	Yes	Partial
Problem-solving Strategies → Openness to new experiences → Motivation	Yes	Partial
Problem-solving Strategies → Conscientiousness → Motivation	Yes	Partial
Problem-solving Strategies → Extroversion → Motivation	Yes	Partial
Problem-solving Strategies → Agreeableness → Motivation	Yes	Partial

→ Motivation			
Problem-solving Strategies → Neuroticism → Motivation	Yes	Partial	
Support Reading Strategies → Openness to new experiences → Motivation	Yes	Partial	
Support Reading Strategies → Conscientiousness → Motivation	Yes	Partial	
Support Reading Strategies → Extroversion → Motivation	Yes	Partial	
Support Reading Strategies → Agreeableness → Motivation	Yes	Partial	
Support Reading Strategies → Neuroticism → Motivation	No	None	

Based on the collected data, five personality styles and three reading strategies partially mediated the overall motivation to read in the Filipino language. On the other hand, no mediation of personality style neuroticism existed between the relationship of support reading strategy and the overall motivation of the student to read in Filipino. Personality demonstrates partial mediation between the link between learning style and academic success in research conducted by Koseoglu (45), and two of the four learning styles exhibited partial mediation. Personality neuroticism had no association with learning style, according to Koseoglu's (45) research, which was comparable to Ghaemi and Sabakrouh's (17) research, which revealed no significant relationship between personality neuroticism and total listening strategy. At the same time, the study discovered that there was no significant relationship between neuroticism in the reading support strategy towards the overall motivation of the student in the

Filipino language.

CONCLUSION AND RECOMMENDATION

Conclusions were drawn in this section after considering the study's findings; problem-solving strategies had the highest level among reading strategies, signifying that it was always used by students, followed by both global and support reading strategies, indicating that both reading strategies were often utilized. In reading motivation, reading curiosity obtained a high level, indicating that it was often manifested as a student's motivation to read in Filipino, followed by reading challenges, reading fluency, and reading recognition, all of which had high levels, indicating that students often manifested the reading motivation. As for the personality style of the students, neuroticism obtained the highest mean with a high level, followed by agreeableness. Meanwhile, openness to new experiences and extroversion had the same meaning, and finally, conscientiousness. All personality styles got high level signifying that it was often manifested in students.

The study's findings revealed a significant relationship between each reading strategy, problem-solving strategy, global strategy, and reading support strategy toward the overall motivation of the student in the Filipino language. There was also a significant correlation between each reading strategy, the problem-solving strategy, the global strategy, and the reading support strategy with each personality style, openness to new

experiences, conscientiousness, extroversion, agreeableness, and neuroticism. Meanwhile, each personality trait, such as openness to new experiences, conscientiousness, extroversion, agreeableness, and neuroticism, is linked to the student's overall motivation to read in the Filipino language.

The study also discovered that there were fifteen combinations of mediation. Because each personality was distinct, there were five personality styles to choose from and three reading strategies. Meanwhile, the overall mean was determined by the reading motivation indicators. Research had determined that there were fourteen that had partial mediation. Based on the data gathered, the fourteen combinations of having mediating effects comprised five personality styles towards overall motivation to read in Filipino had a partial mediation. On the other hand, among fifteen combinations, one combination, the *Support reading strategies* → *Neuroticism* → *and motivation*, was found not to have mediation.

Future researchers should concentrate their efforts on this area of inquiry. Because COVID-19 limited the learning environment, data were collected exclusively in private schools with online learning mode in the new normal of education. As a recommendation, future research might be undertaken in private and public schools after the pandemic. Evaluate whether there will be a difference in the outcome of the test once administered in a public school. A comparative study based on ethnographic profiles such as gender, between public

and private schools, and so on may also be conducted. The Big-five Personality Test was utilized in this study to identify student personality, and future studies may employ the MBTI (Myers-Briggs Type Indicator).

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