

NATIONAL UNIVERSITY OF CHEASIM KAMCHAYMEAR

KAMPONG CHAM CAMPUS

Faculty of Arts, Humanities, and Languages



**READING MOTIVATION TO PROMOTE STUDENTS'
READING COMPREHENSION: A CASE STUDY OF
UNDERGRADUATE STUDENTS AT THE NATIONAL
UNIVERSITY OF CHEASIM KAMCHAYMEAR**

KHEANG THAVY

A Thesis Submitted in Partial Fulfillment of the Requirements for the Degree of Master of

Arts in Teaching English to Speakers of Other Languages

Kampong Cham, Cambodia, 2025



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KHEANG Thavy

Supervisor: EM Sereyrath, PhD

2025

DEDICATION

This thesis is devoted to my special and cherished parents. Their unwavering dedication and support, as essential people in my life, have given me the confidence and enabled me to compose and finish this work.

I adore and respect them.

STATEMENT OF ORIGINAL AUTHORSHIP

I certify that, except for a few specific instances where it is stated otherwise, the undersigned is the only author of this thesis. Additionally, the results were presented impartially and truthfully. In addition, I declare that this thesis has not been submitted to another university to receive credit toward another degree. I hereby declare that should this turn out to be untrue, I am not either not granted a degree or, should it turn out to be untrue at any point in the future, this degree is revoked and withdrawn.

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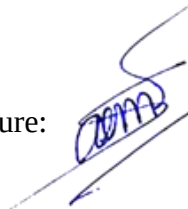
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I am a second-year student, Batch 1 of the Faculty of Arts, Humanities, and Languages, specializing in Teaching English to Speakers of Other Languages (TESOL) at the National University of Cheasim Kamchaymear, Kampong Cham Campus. I would like to sacrifice physical strength and spiritual strength to study and conduct research to get knowledge regarding **“Reading motivation to promote students’ reading comprehension: A case study of undergraduate students at the National University of Cheasim Kamchaymear”** to round up knowledge and use it for our interest and develop ourselves as human resources.

First of all, I would like to express my most thanks to my parents, who have done me a lot of favors and have brought me up to be a full man. They have always offered everything as physical strength, spiritual strength, and things to me, and they have tried to do everything without thinking about tiredness or difficulty.

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ABSTRACT

Through a survey study at the National University of Cheasim Kamchaymear, this thesis investigates the motivation of Cambodian students to read English. Employing a quantitative approach, the research aimed to assess the factors of motivation that promote students' reading comprehension, the way that those factors of motivation promote students' reading comprehension, identifying variations in intrinsic and extrinsic motivation between male and female students, and the relationship between English reading motivation and reading comprehension among students. The study involved 152 participants, revealing that students exhibited a high level of motivation to read English. However, findings indicated that the students had high motivation toward Reading Comprehension. This study also reveals that both intrinsic enjoyment of reading and external support (from teachers, parents, and peers) plays a crucial role in enhancing students' reading comprehension. The analysis shows no significant variation in motivation or reading comprehension across age groups, suggesting that age is not a key factor in influencing these aspects. These results underscore the importance of understanding both intrinsic and extrinsic motivational factors, as they are crucial for students' success in reading English. The study highlights the need for a balanced approach that interrelates both types of motivation to enhance the reading experience. To build upon this research, future studies are recommended to involve larger sample sizes and include other educational institutions across Cambodia, employing diverse statistical analyses. Additionally, qualitative and mixed-methods designs are suggested to provide a more comprehensive understanding of student motivation in English language learning.

Keywords: Motivation, Extrinsic motivation, Integrative motivation, Reading Motivation, Reading Comprehension

មូលន័យសង្ខេប

តាមរយៈការសិក្សាស្ទាបស្ទង់មតិនៅសកលវិទ្យាល័យជាតិជាស៊ីមកំចាយមារ និងរូបបទនេះសិក្សាពីការជំរុញទឹកចិត្តនិស្សិតកម្ពុជាឱ្យអានភាសាអង់គ្លេស។ ដោយប្រើវិធីសាស្ត្របរិមាណវិស័យ ការស្រាវជ្រាវនេះមានគោលបំណងវាយតម្លៃកត្តានៃការលើកទឹកចិត្តដែលលើកកម្ពស់ការយល់ដឹងអានរបស់សិស្ស មធ្យោបាយដែលកត្តានីមួយនៃការលើកទឹកចិត្តទាំងនោះលើកកម្ពស់ការយល់ដឹងនៃការអានរបស់សិស្ស កំណត់ការប្រែប្រួលនៃការលើកទឹកចិត្តខាងក្នុង និងខាងក្រៅរវាងសិស្សប្រុស និងស្រី និងទំនាក់ទំនងរវាងការលើកទឹកចិត្តការអានភាសាអង់គ្លេស និងការអានការយល់ដឹងក្នុងចំណោមសិស្ស។ ការសិក្សានេះមានអ្នកចូលរួមចំនួន 152 នាក់ ដោយបង្ហាញឱ្យឃើញថាសិស្សនុសិស្សបានបង្ហាញពីកម្រិតនៃការលើកទឹកចិត្តខ្ពស់ក្នុងការអានភាសាអង់គ្លេស។ ទោះជាយ៉ាងណាក៏ដោយ ការស្រាវជ្រាវបានបង្ហាញថា សិស្សមានកម្លាំងចិត្តខ្ពស់ឆ្ពោះទៅរកការអានការយល់ដឹង។ ការសិក្សានេះក៏បង្ហាញផងដែរថា ទាំងការរីករាយក្នុងការអាន និងការគាំទ្រពីខាងក្រៅ (ពីគ្រូ ឪពុកម្តាយ និងមិត្តភក្តិ) ដើរតួនាទីយ៉ាងសំខាន់ក្នុងការបង្កើនការយល់ដឹងក្នុងការអានរបស់សិស្ស។ ការវិភាគមិនបង្ហាញពីការប្រែប្រួលដ៏សំខាន់នៅក្នុងការលើកទឹកចិត្ត ឬការអានការយល់ដឹងតាមក្រុមអាយុ ដោយបង្ហាញថាអាយុមិនមែនជាកត្តាសំខាន់ក្នុងការជះឥទ្ធិពលលើទិដ្ឋភាពទាំងនេះទេ។ លទ្ធផលទាំងនេះបញ្ជាក់ពីសារៈសំខាន់នៃការយល់ដឹងទាំងកត្តាជំរុញទឹកចិត្តខាងក្នុង និងខាងក្រៅ ព្រោះវាមានសារៈសំខាន់សម្រាប់ភាពជោគជ័យរបស់សិស្សក្នុងការអានភាសាអង់គ្លេស។ ការសិក្សានេះបង្ហាញពីតម្រូវ

ការសម្រាប់វិធីសាស្ត្រប្រកបដោយតុល្យភាពដែលទាក់ទងគ្នាទៅវិញទៅមកនៃប្រភេទនៃការលើកទឹក
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អង់គ្លេស។

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ចិត្តការអាន និងការអានការយល់ដឹង។

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LIST OF ABBREVIATIONS

EM	= Extrinsic Motivation
IM	= Intrinsic Motivation
Els	= English Learners
ESL	= English as a Second Language
RM	= Reading Motivation
RC	= Reading Comprehension
RS	= Reading strategy
MoEYS	= Ministry of Education, Youth and Sport
NUCK	= National University of Cheasim Kamchaymear
IBs	= Interesting Books

CHAPTER ONE

INTRODUCTION

The first point of this research is the introduction, which talks about the short information in English related to motivation and reading. Reading is one of the language skills in language learning. This is a skill that is very important to teach to students because it can help them expand their knowledge. Motivation is a very important factor that effects students' reading comprehension. In chapter one, there are some contents to focus on: research background, problem statement, research purpose, research objectives, research questions, the significance of the study, the definition of key terms, and the limitations of the study.

1.1. Research background

Dörnyei (2001) emphasized that motivation is a complicated notion that is diverse and composed of numerous models and theories. Intrinsic motivation is important for the growth and acquisition of reading skills. When pupils have intrinsic motivation, they read for pleasure and persevere through difficult assignments. On the other hand, low motivation frequently results in disengagement and poorer reading levels. Teachers need to establish an environment that inspires kids to read and read enthusiastically in order to overcome this. In this process, teachers act as role models and motivators, as stressed by Gambrell (1996). Students will find reading more enjoyable if they are exposed to a variety of genres in the curriculum, which will create an engaging and laid-back atmosphere. Further boosting motivation and reading competency is giving kids autonomy by letting them choose the books they want to read and setting up specific time for individual study.

English language training is essential to international communication efforts, according to Grabe and Stoller (2002), who state that for students to participate successfully, they must be proficient in reading, writing, speaking, and listening. In this situation, teachers are essential in helping foreign language learners learn. With an emphasis on the four language skills, reading

motivation is becoming more and more important, especially in the area of reading comprehension as international communication develops. But reading comprehension stands out as being particularly important for learning English. According to Grabe and Stoller (2002), who argue that pupils must be fluent in reading, writing, speaking, and listening in order to engage successfully, English language training is crucial to international communication efforts. In this case, teachers play a critical role in assisting learners of foreign languages in their learning. Reading motivation is becoming more and more crucial with an emphasis on the four language skills, particularly in the area of reading comprehension, as global communication grows. However, it is clear that reading comprehension is crucial for learning English.

Although it hasn't been completely acknowledged as a main aspect in this process, motivation is regularly highlighted as a crucial variable affecting learners' reading comprehension, according to Seymour and Walsh (2006). As noted by Namazi et al. (2022) and Rosenfeld et al. (2001), reading motivation becomes apparent as an essential element that enhances foreign language learners' reading efficacy. Reading comprehension, according to Pourhosien et al. (2016), Kintsch (1998), Van Dijk and Kintsch (1983), and other academics, is the act of interpreting written material, with a focus on understanding the text as a whole rather than on individual words or phrases. Reading comprehension is fundamental to language learning and serves as the cornerstone for substantial learning for English as a foreign language (EFL) learner, according to Ahmadi, Hairu, and Pourhosien Gilakjani (2012). However, reading comprehension is a major area of concentration in English language instruction because it requires students to decode vocabulary and comprehend the meaning of texts, according to Ahmadi and Hairul (2012).

According to Maleki and Zangani (2007), internal elements like curiosity and desire are vital in motivating learners, while teachers' methods have a significant part in enabling learning. To

ensure students' success and lay the groundwork for future learning, reading comprehension—the act of making sense of texts—must be given top priority in English language instruction.

1.2. Problem Statement

Teaching English is important nowadays since it is an international language and the most spoken all over the world. It allows students to communicate with people from other countries. The ability to read English texts and comprehend them appropriately is essential to students' English language proficiency in general.

Because kids need to be able to read written words, understand vocabulary, and understand the contents of texts, reading comprehension is a challenging task. Learning English demonstrates that the primary area in which English language instruction should concentrate is reading comprehension.

As a result, reading comprehension is one of the most crucial components of learning the English language for all pupils since it serves as the foundation for a significant portion of the curriculum. Additionally, a key factor that separates kids' achievement in text recognition and comprehension is their reading passion. University-level reading comprehension needs to be taken into account. One of the most crucial elements in learning a foreign language for students is the approach teachers take to make learning easier. An internal reference, interest, emotion, goal, and demand are what prime a student for a certain set of tasks. The process of creating meaning from texts is known as reading comprehension. Such meaning is the result of the interaction between the reader and the text—that is, the reader's knowledge, ability, and motivation—as well as the text itself, which has a particular goal, structure, and level of difficulty.

One of the most crucial elements is reading motivation, which is why foreign language instruction places a specific emphasis on it. The need of reading motivation for success in higher education exacerbates this lack of effective reading motivation skills, and students

typically struggle with reading comprehension in this trend because of their drive. Reading motivation is essential for reading activities, and the results showed that reading motivation improved English reading comprehension greatly.

It is highly likely that students who lack academic desire also struggle with reading comprehension. Reading comprehension has always been a crucial area of concentration, regardless of whether a strategy is aimed at parents, instructors, students, or some other impact like the curriculum or book selection. Student motivation is that domain. It appears that educators are always looking for new approaches to inspire kids to read (McNinch, 1997). It has been proposed that fostering motivation is a crucial stage in the development of kids who would become readers. If students haven't read the printed content, it is impossible to expect them to understand it. To expect them to desire to read without any inspiration is also irrational. On the other hand, because of their strong reading motivation, pupils are more likely to understand the subject they are reading. Furthermore, there needs to be some initial motivation fostering a lifetime love of reading, as this is a highly desired result of reading teaching. Though many diverse models of reading education have been proposed over the past 20 years, very few of these approaches consider the significance of motivation. In actuality, a sizable portion of "solutions" or attempts to enhance reading comprehension appear to place an undue emphasis on the technical components of reading without exploring the psychological or emotional aspects. The correlation between outstanding reading comprehension and a strong drive to succeed may seem too evident for seasoned educators to pursue. However, a lot of teachers can be concentrating on the wrong area for growth if they don't have the statistical evidence to support their "gut feelings" about student readers. Students find it challenging to understand the text's content when they read for no purpose. It's because they're not in the right frame of mind to read. Students who lack motivation are also too lethargic to read since they think reading is a tedious pastime. On the other hand, reading is vital for learning and expanding

pupils' knowledge in the field of education. Owing to the aforementioned considerations, the researcher concentrates on a single issue that the study's participants encounter: utilizing incentive to enhance reading comprehension.

1.3. Research purpose

One of the key elements that has a significant impact on language learning is motivation. Reading motivation is one of the most crucial elements that is given extra attention while teaching foreign languages. Studies on reading motivation have also attracted a lot of attention lately. The goal of this research is to identify the variables that support reading comprehension and motivate readers. The researcher defines reading motivation, various motivational styles, reading comprehension, and several reading comprehension models in this work. This study demonstrated that reading comprehension skills were significantly improved by reading motivation.

1.4. Research objectives

There are two objectives of this research to support the research questions and research topic, such as:

1. To find out the factors of motivation that promote students' reading comprehension.
2. To find out the way that those factors of motivation promote students' reading comprehension.
3. To identify variations in intrinsic and extrinsic motivation between male and female students.
4. To find out the relationship between English reading motivation and reading comprehension among students.

1.5. Research questions

This research was processed by following the two research questions as follows:

1. What are the factors that motivate students' reading comprehension?

2. How do those factors of motivation promote students' reading comprehension?
3. What is the significant difference in perception between male and female students?
4. Are there any significant differences among students' age group?

1.6. Scope of Limitation

In view of the fact that the economic resources, materials, and time for studying are limited, this study will be focused on undergraduate students at the National University of Cheasim Kamchaymear in Cambodia. Students in years 1, 2, 3, and 4 will be involved in this study.

1.7. Significance of the study

Students' reading comprehension may benefit from increased reading motivation. Motivating students can encourage them to make educated guesses, achieve better results, solve problems or difficulties while reading the text, and also reduce comprehension anxiety. Thus, it can be concluded that considering such reading motivation in the teaching curriculum as to be instructed on a regular and disciplined basis could be profitable for the students. In this case, teachers are also encouraged to consider reading motivation in their regular English classes so that their students might become motivated in a reading comprehension situation.

The fact that ESL learners' reading motivation is mixed with their desire to learn the language as a second language is one thing that is crucial to take into account.

Since these have been shown to encourage people to learn a new language, we should take into account their roles in encouraging ELs to read in English. Specifically, we should look at the roles of integrative and instrumental motivation. The affordances or utilitarian worth of a task are at the heart of instrumental motivation. For example, students who are driven by incentives such as grades may feel that reading their textbooks will help them get a better mark than students who are not as proficient. Encouraging ESL students to read in English requires offering them engaging texts. It may encourage students to read English texts if they are

exposed to engaging and intriguing books from a variety of genres that are appropriate for their reading level.

Students that are motivated to read are more likely to read more, and reading motivation is strongly correlated with the ability to read and comprehend texts. As a result, the significance of motivation in the acquisition of the target language and the ways in which motivation enhances language learners' comprehension have long been recognized by studies. Being a motivated reader helps with motivation because it emphasizes how crucial it is to encourage pupils to read by giving them the freedom to choose the books they want to read. Put another way, when given the freedom to select their own reading materials, pupils are more inclined to read since they will come to realize that reading is a fun pastime.

RM is the high level of motivation that pupils possess to reflect on their opinions, whether favorable or unfavorable, regarding reading. Students that use tactics to assist their comprehension and read for enjoyment, for example, are highly motivated readers. These students typically view reading as an integral part of their everyday lives, are willing to overcome obstacles in the reading process, and are likely to be proficient readers.

Students gained most from explicit reading teaching combined with practice in reading motivation activities, as this study supports the idea that explicit instruction in reading motivation is a workable strategy to improve students' reading comprehension. Although practicing reading motivation in the traditional sense may be difficult for teachers, it is beneficial since this type of reading motivation works best. Above all, it is crucial to emphasize that children become self-regulated readers and can become good readers after completing reading comprehension instruction in a comparatively short amount of time. They are therefore aware of when and how to use reading.

The overall findings of this study can be summed up as follows: motivation is necessary for students at all academic levels to increase their reading comprehension and develop into

competent readers. These ideas suggest that all students should be driven to study, and that they can further their education by mastering reading comprehension. The majority of this study has focused on the functions of reading motivation and different forms of motivation for understanding a text that is being read. Overall, the majority of the aforementioned research have shown that reading motivation, independent of the learning environment in which students are immersed, improves language learning performance, especially the reading comprehension process, for students at varying levels. Furthermore, by giving their students the chance to become motivated and advance their reading comprehension skills, reading teachers need to go above and beyond the call of duty.

According to the study's findings, pupils who are more driven and enthusiastic about reading comprehension will do better than those who are less driven and stand to gain numerous advantages in their English reading comprehension skills.

Both teachers and students may find value in the study's findings. First off, this research could help refine the methods of teaching reading comprehension, enhancing the skills required in classrooms and policy-making settings. To improve students' intrinsic motivation and foster more positive attitudes about English reading, teachers can think about implementing innovative tactics for teaching reading comprehension. In conclusion, this study can help educators prepare their students to analyze any reading material in order to decipher its meanings and to apply the appropriate techniques and strategies to improve their reading comprehension.

1.8 . Definition of key terms

There are some definitions at this point, such as the terms motivation, extrinsic motivation, integrative motivation, reading motivation, and reading comprehension.

Motivation provides the justifications for people's needs, wants, and behaviors. According to Elliot and Covington (2001), motivation can also be described as a person's attitude toward conduct or what makes them desire to repeat an action and vice versa.

According to Arnold (2000), **extrinsic motivation** refers to the urge to get prizes or stay away from punishments, highlighting outside forces that motivate involvement in educational activities like assignments or grades.

Gardner and Lambert (1959) defined **integrative motivation** as the desire to acquire a language in order to interact with speakers of that language or to join a speech community. This type of motivation places a strong emphasis on social contact and blending cultures as students try to communicate with language natives.

Reading Motivation: According to Guthrie and Wigfield (2000), motivated readers utilize effective strategies to increase comprehension and have fun while reading. As such, reading motivation is a critical factor in determining learners' attitudes about reading.

Reading Comprehension: To derive meaning from text, reading comprehension requires the complex coordination of several processes, such as word reading, word knowledge, language understanding, and fluency (Cain, Oakhill, & Bryant, 2004; Paris, 2005).

1.9. Structure of this Thesis

This thesis is systematically organized into several key chapters, each serving a specific purpose in exploring the role of motivation in reading comprehension among university students in Cambodia. The structure is as follows:

Introduction: This first chapter establishes the importance of examining motivational factors in the context of English reading comprehension by outlining the research challenge and the reasoning for the study. It gives a quick summary of the study's goals, draws attention to the gaps in the body of knowledge about motivation in Cambodian universities, and establishes the framework for the next chapters.

Review of Literature: This section provides a thorough analysis of the literature on motivation theories, including those pertaining to extrinsic and intrinsic motivation, and how they affect reading comprehension. It reviews previous studies conducted in various educational contexts, analyzing how these findings relate to the current research. The chapter aims to frame the theoretical foundation for the study and identify key variables influencing students' reading experiences.

Methodology: This section describes the research design, including the selection of participants, data collection methods, and analytical strategies employed to investigate the impact of motivation on reading comprehension. It details the survey questionnaire used to gather data, explains the rationale for the chosen methodology, and discusses ethical considerations associated with the research process.

Conclusions: The data analysis's findings are given in this chapter in an understandable and well-organized way. It highlights key findings related to students' motivation levels, their reading comprehension abilities, and any correlations identified between intrinsic and extrinsic motivational factors. Graphs, tables, and descriptive statistics are included to bolster the way the results are presented.

Discussion: This chapter critically analyzes how the results compare and differ with earlier research, interpreting the findings in light of the body of current literature. It explores the implications of the findings for educators, discussing the value of extrinsic and intrinsic motivation in helping university students improve their reading comprehension. Additionally, it considers how these insights can inform pedagogical practices in the Cambodian educational context.

Conclusion and Suggestions: A overview of the major discoveries and advancements in the field of education is provided in the thesis' conclusion. It highlights the need of considering motivation when developing reading comprehension strategies and offers useful advice for

educators and decision-makers. The chapter also identifies areas that should be investigated in future studies to learn more about the dynamics of motivation in many educational contexts.

References: In accordance with academic citation guidelines, this part contains a complete list of all the sources that are cited in the thesis. It gives readers the details they need to find and examine the books that are cited.

Appendices: The appendices include supplementary materials, such as the survey questionnaires used for data collection, additional data analyses, and any relevant documentation that supports the research findings. This section aims to provide transparency and enhance the rigor of the study.

Overall, this structure ensures a logical flow of information, guiding the reader through the complexities of the research while clearly articulating the study's contributions to the understanding of motivation in reading comprehension within the context of higher education in Cambodia.

1.10. Chapter Summary

A key component of the growth and acquisition of reading skills is motivation, a complicated idea. To sum up, the purpose of this study was to find out the factors of motivation that promote students' reading comprehension and the ways in which those factors of motivation affect students' reading comprehension. In order to help readers grasp the backdrop of the reading motivation to support students' reading comprehension, he also includes a number of key ideas about the subject in his chapter. Besides that, it helps us find out about the problem statement, research goal, research questions, importance of the study, definitions of important terminology, thesis structure, scope, and restrictions.

CHAPTER TWO

LITERATURE REVIEW

Chapter Two talks about the literature review. There are many points to present in this chapter, such as: definitions of the word motivation, reading motivation, and types of motivation by different authors; definitions of the word reading motivation and different models of reading comprehension; important justifications for encouraging reading comprehension; motivational factors; previous studies on the impact of motivation on reading comprehension; empirical studies; a research gap; a conceptual framework; and the last point is the summary of the chapter.

2.1. Motivation

According to Lemos and Veríssimo (2014), motivation plays a crucial role in enhancing an individual's performance by encouraging them to achieve their objectives. Students' motivation is essential, and it is necessary to support their efforts in order to reach the set objectives (Pecjak & Kosir, 2018). The identification of a physiological or psychological deficit in persons that requires attention is the first step in the motivation process (Ahmed, 2016). When students participate in some of the decisions that need to be made during instruction in the classroom, they become more motivated (Karanja, 2015). To improve students' reading comprehension skills, teachers can establish a welcoming and stimulating environment (Ahmadi, Ismail, & Abdullah, 2013). Instructors can foster a learning environment in which students select their own reading resources, read texts independently, and devote more time to reading (Kuşdemir & Bulut, 2018).

Elliot and Covington (2001) claim that motivation provides the justifications for people's needs, wants, and behaviors. Another way to think of motivation is as a person's attitude toward conduct or what makes them desire to repeat a particular action, and vice versa. According to Pardee (1990), a person's purpose is what pushes them to act in a certain way or form a

preference for a particular activity. Gardner (1985) defined motivation as the result of an effort, a desire to achieve the goal of language acquisition, and positive attitudes toward language acquisition. According to Broussard and Garrison (2004), motivation is the quality that prompts us to act or refrain from acting. Motivational statements include "inspiring people to achieve high levels of performance and breaking down barriers to change." Human behavior is guided, controlled, and persistent by its motivation (Tohidi & Jabbari, 2012).

2.2. Reading motivation

Reading motivation refers to the act and desire to read for certain cognitive and social reasons, which encourage readers to engage with written materials in order to succeed and become proficient in a subject. According to Khan et al. (2023), reading motivation plays a significant role in reading achievement and has the ability to promote the growth of reading abilities. Because reading skills are so important to kids' learning and language competency advancement, a significant amount of effort is spent on their development. It should be mentioned that some students find it difficult to improve their reading comprehension skills and may not receive good outcomes, especially those who are underprepared and overly dependent on their teachers (Em, 2022). Implementing a reading intervention program is one way to address this issue (Em, 2023; Em et al., 2024).

According to Guthrie and Wigfield (2000), reading motivation is crucial in determining how students feel about reading since motivated readers enjoy what they read and use efficient techniques to improve their understanding. They stress that enthusiastic readers see reading as a fulfilling pastime, readily take on new challenges, and typically achieve success in their reading pursuits. Moreover, goals, viewpoints, and passions toward the subject matter and results of reading are all included in the concept of reading motivation.

According to Pachtman and Wilson (2006), giving students the freedom to select their own reading materials is crucial for encouraging them to read since it fosters a higher level of engagement and makes reading more pleasurable.

According to Hairul, Ahmadi, and Pourhosein (2012), reading motivation has a significant impact on reading comprehension as well as other aspects of motivation and reading comprehension strategies in a range of settings. They emphasize the direct relationship between reading motivation and students' reading behaviors, suggesting that kids with higher reading motivation also have higher reading ranging.

Furthermore, the importance of reading motivation in target language acquisition and its critical role in improving language learners' reading comprehension are stressed by Hairul, Ahmadi, and Pourhosein (2012). They mention the presence of many motivational styles, which are discussed in more detail in the sections that follow.

2.3. Different types of motivation

The four main categories of motivation are instrumental, integrative, extrinsic, and intrinsic. Integrative motivation can be defined as the need to behave in a particular way in order to embrace the associated identity or culture (Gardner, 1985). Conversely, instrumental motivation describes the process of acting in a way that leads to a particular result or objective (Dörnyei, 1994). Personal fulfillment or an adoration for the task at hand are examples of internal sources of intrinsic motivation (Deci & Ryan, 1985). On the other hand, extrinsic motivation arises from outside sources like incentives or penalties (Ryan & Deci, 2000). Every motivating technique affects people's attitudes toward objectives and actions in a unique way.

2.3.1. Intrinsic Motivation

Motivation that comes from a person's interest in or enjoyment of the task at hand as opposed to external pressure is known as intrinsic motivation. Social and educational psychologists have studied intrinsic motivation since the early 1970s. Student assessment theory states that it is

usually associated with both enjoyment and great academic success. If students attribute their academic performance to personal attributes, they are more likely to be intrinsically motivated. (For instance, the work done), Are engaged in understanding a subject thoroughly rather than only memorizing facts to get good grades, and believe they may be effective agents in achieving desired goals (i.e., the results are not controlled by luck) (Tohidi & Jabbari, 2012).

Students that are intrinsically motivated are rewarded, and they actively want to acquire the knowledge that is actually important to them (Cerasoli & Ford, 2014). It's possible that pupils are motivated to learn on an internal level and don't require tangible outcomes. Because the need is intrinsic and stems from their want to learn, intrinsic motivation is crucial and forces students to study without the need for rewards (Abuhamdeh, Csikszentmihalyi & Jalal, 2015). According to Gerhart and Fang (2015), some examples of intrinsic motivations include one's self-concept, self-respect, self-confidence, and emotional needs. Students that are self-motivated are able to surpass the criteria of a course because they are interested in learning more about the subject and are not only interested in completing a set amount of tasks (Ahmadi, 2017). It is anticipated that students will study more if they receive individualized attention in their coursework and are free to choose their own activities (Takaloo & Ahmadi, 2017).

Arnold (2000) asserts that learning for its own sake is driven more by an inbuilt desire to master new skills or knowledge than by a need for external advantages. Lightbown and Spada (1999) contend that teachers' capacity to influence students' intrinsic motivation may be limited due to the diversity of backgrounds among their student body. This highlights how important it is to provide a conducive learning environment in the classroom. Adding to this, Dörnyei (1990), Pourhosien Gilakjani, Leong, and Sabouri (2012), and Alizadeh (2016) define intrinsic motivation as the enjoyment derived from engaging in an activity, with particular attention paid to emotional needs, self-concept, and self-confidence as drive factors. To elaborate, Bomia et al. (1997 as referenced in Pourhosien Gilakjani & Ahmadi, 2011) establish a connection

between intrinsic motivation and the innate capacities that drive people to take action or learn. Intrinsic motivation is defined by Ryan and Deci (2000) as the inner drive to pursue activities for their own intrinsic gratification. This suggests that when learners are motivated by intrinsic motivation, they will put in more effort and go above and beyond the basic needs.

According to Hairul et al. (2012), extrinsic motivation depends on outside incentives, but intrinsic motivation derives from internal rewards. Usher (2012) defines intrinsic motivation as the drive to carry out actions because they are inherently worthwhile or satisfying. When students read for pleasure, education, or personal interest, they are intrinsically motivated to do so, which increases reading duration and improves reading comprehension (Marinak & Gambrell, 2008). But as studies contrasting extrinsic and intrinsic motivation have pointed out, depending too much on outside forces to drive pupils can compromise their intrinsic motivation (Deci, Koestner & Ryan, 1999). In line with self-determination theory, According to Gottfried (1990), reading for pleasure is the source of intrinsic motivation for reading. Standardized assessments administered to primary school students have demonstrated a correlation between reading enjoyment and reading development (Baker & Wigfield, 1999).

2.3.2. Extrinsic Motivation

Motivation from outside sources is known as extrinsic motivation. Common extrinsic motivators include compulsion, the possibility of punishment, and rewards like money and grades. Since competition drives players to outperform their opponents rather than enjoy the inherent rewards of the activity, it is usually extrinsic in nature. Two further instances of extrinsic rewards are crowd support and trophies (Tohidi & Jabbari, 2012).

When a student is motivated by external factors, such as completing an assignment or doing something that their teachers want them to do, they are said to be extrinsically motivated (Tokan & Imakulata, 2019). Froiland and Oros (2014) contend that extrinsic motivation has a detrimental effect on learners because it prevents them from learning with a clear aim and

instead motivates them to learn out of fear of rewards or penalties. When students are motivated to attend class and swiftly achieve the goals set for them, they will learn something because of the rewards (Gbollie & Keamu, 2017). According to Corpus and Wormington (2014), offering leadership roles, promotions, and awards are a few examples of extrinsic motivation. Furthermore, Ahmed (2016) demonstrated how extrinsic drive develops from external incentives like money or grades. An example of an extrinsically motivated learner is one who completes an assignment only out of dread of facing consequences from parents; this person is working toward the distinct goal of avoiding punishment. In a similar vein, a student who completes work because she/he feels it will benefit her chosen career is similarly extrinsically motivated because they are working toward a goal.

Arnold (2000) highlights external factors that drive participation in educational activities like assignments or grades. Extrinsic motivation is defined as the desire to receive rewards or avoid penalties. Extrinsic motivation is the general term used by Harmer (1991) to group together instrumental and integrative motivation. Harmer (1991), however, also points out that learners may experience negative effects from extrinsic motivation if it causes them to place more emphasis on penalties or rewards than on sincere learning objectives. If learners are largely driven by incentives from outside sources, they might become less motivated to participate in educational activities if these incentives are taken away. Extrinsic motivation is further demonstrated by Bomia et al. (1997 as quoted in Pourhosein Gilakjani & Ahmadi, 2011) as originating from outside stimuli that compel people to perform or learn, such as incentives or penalties. Extrinsic motivation is defined by Dörnyei (1990), Pourhosein Gilakjani et al. (2012), and Alizadeh (2016) as behaviors carried out to accomplish instrumental goals, such winning prizes or avoiding penalties. Extrinsic motivation, according to Deci and Ryan (1985), comes from rewards from outside sources, such money or grades, as opposed to innate interest in or fulfillment from the task at hand. Extrinsic motivation is defined by Hairul et al. (2012) as the

act of doing something purely for the purpose of obtaining rewards or benefits from outside sources rather than for its own intrinsic worth or enjoyment. They also point out that there are differences in the autonomy of extrinsic incentive, with some activities being more personally approved or selected than others. According to McGeown et al. (2012), extrinsically motivated behavior in reading can be impacted by outside variables like recognition, praise, or the desire to perform better than others. Deci and Ryan (1985) noted that extrinsic motivation is distinguished by its emphasis on achieving a specific result. It is frequently thought of as less effective than intrinsic motivation since it depends more on outside rewards than on an internal sense of fulfillment from the task at hand. According to Baker and Wigfield (1999), extrinsic motivation is goal-oriented, with students working for particular outcomes.

2.3.3. Integrative Motivation

According to Rehman, Bilal, Sheikh, Bibi, and Nawaz (2014), the integrative drive is the desire to fit in with the community. Sukor, Mohd Ayub, Norhasnida, and Khaizura (2017) state that the aim of integrative motivation is the learner's personal development, demonstrating that the learner is keen to pick up the language in order to become integrated into the target language community. According to Takahashi (2018), students' desire to learn a language in order to become members of a speech community is an example of integrative motivation. Language learners will exhibit higher competency in the language and, as a result, have greater success in their language learning activities when they are motivated to communicate with foreigners in the target language (Tokan & Imakulata, 2019). Suryasa, Prayoga, and Werdistira (2017) state that pupils with an integrative drive are also curious about the culture that goes along with the language.

Gardner and Lambert (1959) defined integrative motivation as the desire to acquire a language in order to interact with speakers of that language or to join a speech community. This type of motivation places a strong emphasis on cultural fusion and social connection as students try to

communicate with others who speak the language as their first language. To further on this idea, Saville-Troike (2006) points out that learners who are integratively motivated might have important people in their lives who speak the language, like family members or love partners, which would encourage them even more to learn. Because of their ties to the language and culture, heritage language learners in particular frequently show significant integrative motivation. Because they have a stronger personal interest in the language and its associated culture, students who are motivated by integration tend to perform better than those who are motivated by instrumental factors when learning a language (Gardner & Lambert, 1972; Pourhosein Gilakjani et al., 2012; Alizadeh, 2016). Language learners who are motivated by integrative factors—that is, a desire to interact with native speakers and become part of the target language community—are more likely to succeed in their language learning activities, according to Hairul et al. (2012). Students motivated by integration, according to Saville-Troike (2005), also exhibit an interest in the culture associated with the language they are learning. The importance of integrative motivation in language acquisition is highlighted by the fact that, despite exhibiting greater motivation, integratively motivated learners outperform instrumentally driven learners.

2.3.4. Instrumental Motivation

Gardner and Lambert (1972) defined instrumental motivation as the drive to acquire a language for pragmatic reasons, such as enhancing one's chances of employment, accomplishing educational objectives, or gaining access to scientific data. This type of motivation is fueled by observable advantages and results; people see language acquisition as a way to reach more significant goals, frequently in the form of increased income or professional success.

Saville-Troike (2006) provides additional clarification on instrumental motivation by emphasizing its correlation with improving commercial prospects, achieving reputation, or fulfilling particular academic obligations. Alizadeh (2016), Pourhosein Gilakjani et al. (2012),

and Gardner and Lambert (1959) all highlight the complex nature of instrumental motivation, which can result from a range of real-world demands and goals. When it comes to their language learning, learners who are driven by instrumental considerations typically have clear, quantifiable goals in mind. Examples of these goals could be fulfilling prerequisites for college admission, obtaining a promotion at work, or earning a bonus (Hairul et al., 2012). The pragmatic approach to language learning that EFL students use is typical of those who prioritize gaining relevant credentials and practical skills.

According to Delgado (2016), instrumental motivation encompasses the ideas that learning a second language can improve learners' business chances, increase their status and authority, provide them with access to scientific knowledge, or even help them pass a course of study.

Instrumental motivation, according to Unrau and Schlackman (2016), stems from the desire to learn a language in order to fulfill actual objectives, such as getting a job, getting promoted, or being able to read academic books. For pragmatic reasons, such as getting a pay raise or getting accepted into a university, learners with an instrumental motive must acquire a language (Dörnyei, 2019). The learners' motivation to learn the language will come from a desire to get a particular personal benefit that they would not otherwise be able to achieve without comprehending the language, which would pique their interest in reading comprehension (Seymour & Walsh, 2016).

2.4. Reading comprehension

Reading comprehension necessitates the intricate coordination of multiple processes, including language comprehension, word reading, word knowledge, and fluency, in order to derive meaning from text (Cain, Oakhill, & Bryant, 2004; Paris, 2005). As readers try to decipher the meaning that is conveyed in the text, text comprehension entails the establishment of semantic networks on multiple levels (Kintsch & Rawson, 2005; Joffe, Cain, & Maric, 2007; McGrew & Wendling, 2010). To preserve coherence and create meaning, this process comprises word

decoding, combining verbal and visual skills, and creating syntactic connections. According to Kintsch and Rawson (2005), understanding is not just the sum of these processes but also their holistic coordination. Ahmadi and Pourhosein (2012) draw attention to the collaborative mental interaction that occurs during reading comprehension between a reader's prior knowledge of the subject and their language proficiency. Furthermore, RC is defined by Rahmani and Sadeghi (2011) as the capacity to identify and comprehend literature by quickly grasping words and activating past knowledge. Before completely understanding a document, learners must learn to assess it since word complexity might hinder comprehension by demanding processing power. Ahmadi and Pourhosein (2012) as well as Rahmani and Sadeghi (2011) stress how crucial it is for students to actively participate in comprehension activities in the classroom, like answering questions and writing their interpretations.

2.5. Different models of reading comprehension

The interactive technique, the top-down method, and the bottom-up method are the three generally recognized approaches to teaching reading (Smith, 1994; Goodman, 1967; Rumelhart, 1977).

The bottom-up method focuses on the interpretation of individual words and their meanings, with comprehension moving from the smallest linguistic units to larger structures (Goodman, 1967).

On the other hand, the top-down approach places more emphasis on how the reader uses context, expectations, and past knowledge to understand the text, with understanding being driven by higher order cognitive processes (Smith, 1994). The interactive approach combines aspects of top-down and bottom-up processing, suggesting that prior knowledge and decoding abilities interact dynamically to produce reading comprehension (Rumelhart, 1977).

2.5.1. Bottom-up Method

In accordance with Carrell (1989), the bottom-up approach entails progressively building meaning from smaller units to larger structures by decoding the most basic language components, such as phonemes, graphemes, and words. When they interact with the text, this method also takes into account the students' past knowledge. The focus of bottom-up reading, also known as text-based reading or data-driven reading, is on dissecting the smallest textual components, such as words, sentences, phrases, and letters.

Carrell's (1989) claim is supported by Ahmadi and Pourhosein (2012), who emphasize that for the bottom-up approach to be successful, pupils must accurately decode linguistic aspects and comprehend the links between words. It might be difficult for pupils to remember the meaning of every word and make meaningful connections between words because of the large volume of vocabulary they encounter in texts.

2.5.2. Top-down Method

Nuttall (1996) and Ahmadi and Pourhosein (2012) presented the top-down strategy as a psycholinguistic prediction game in which readers engage with a text, making deductions and anticipating new or unexpected content that they may encounter. Rather of depending exclusively on textual signals, this method emphasizes vocal guessing. When using the top-down method, readers concentrate on making predictions about the next word sequence by utilizing contextual cues rather than trying to read every word in a text. As students read, they reassess their presumptions about the author's intended meaning in light of the text's supporting evidence.

Ahmadi and Pourhosein (2012) claim that perception begins at higher processing levels and gradually integrates lower processing levels. They go on to add that the top-down approach involves a methodical breakdown or decomposition of the system in order to get understanding of its component subsystems.

2.5.3. Interactive Method

Ahmadi and Pourhosein (2012) and Carrell (1989) highlighted the interactive method as a tactic that blends top-down and bottom-up approaches. This method uses a variety of data sources, including lexical, syntactic, orthographic, semantic, and schemata knowledge. Since strong bottom-up readers could struggle to comprehend texts if they read them word for word, the interactive model was created to assist them in drawing on their past knowledge.

According to Ahmadi and Pourhosein (2012) and Nunan (1990), language learners frequently use top-down reading to make up for shortcomings in bottom-up reading. Learners can nevertheless infer meaning even in the lack of complete bottom-up information by making use of their schemata.

According to Stanovich (1980), students using the top-down approach should make use of textual cues to infer meaning and make up for deficiencies like poor word recognition and inefficient bottom-up processing. The most efficient text processing is made possible by the interactive approach, which combines top-down and bottom-up procedures.

Furthermore, Stanovich (1980) emphasized the importance of teachers providing reading instruction to improve their students' reading abilities, realizing that while the interactive technique promotes successful reading, targeted instructional interventions are necessary for progress.

2.6. Critical reasons for motivation to promote reading comprehension

- a. A summary of the reviews suggests that motivation is important for improving reading comprehension for a number of reasons.
- b. Engagement: Students who are driven to learn are more likely to actively interact with the texts they read, devoting time and energy to gaining a complete understanding of the text. As a result of their interaction with the material, questions, and links to prior

knowledge, students become more engaged and ultimately understand the material more deeply.

- c. Persistence: When faced with difficult reading assignments, motivated readers show greater persistence. Motivated students are more likely to persevere in the face of challenges or complex materials, using a variety of tactics to get past barriers and gain comprehension.
- d. Interest and excitement: Sincere interest and excitement for reading are fostered by intrinsic motivation. Increased engagement and understanding result from students choosing reading materials that are in line with their interests when they are intrinsically motivated.
- e. Readers with motivation frequently use metacognitive techniques to keep an eye on and control their understanding processes. Reading comprehension is improved when they evaluate what they have learned, pinpoint their areas of difficulty, and modify their approach.
- f. A sense of purpose and value in reading is given to students by motivation. Students are more inclined to put up the effort necessary to interpret texts well when they see the connection between reading and their future goals, interests, and academic performance.
- g. Students become more motivated and interested in reading when content goals are used in the instruction. Rather than learning skills or receiving incentives, interested students concentrate on finding significance, expanding their knowledge, and developing a deep understanding. For instance, fifth graders' reading comprehension grew more when they were given content-learning goals for reading than when they were given performance goals for achieving test-taking success (Grolnick & Ryan, 1987).
- h. Giving kids options in the classroom is a research-proven method of motivation. Students' intrinsic motivation to read and the amount of time they spend on reading

activities both rise when they have choices in (a) the texts they read, (b) the tasks they complete with the texts, or (c) their partners during instruction (Reynolds & Symons, 2001). (McLloyd, 1979).

- i. Textual aspects stimulate interest. Interest and motivation rise when students find a topic interesting (Schiefele, 1999), find the format engaging (Schraw, Bruning, & Svoboda, 1995), and find the information pertinent to their goals in knowledge-development activities (Schraw & Dennison, 1994).
- j. Students' motivation and achievement in reading activities are enhanced by social goals or cooperative learning structures (Isaac, Sansone, & Smith, 1999; Wentzel, 1993).
- k. Teacher engagement, defined as students' perception that the teacher is interested in their growth and knows them, is associated with intrinsic motivation for academic tasks (Skinner, Wellborn, & Connell, 1990; Wentzel, 1993).
- l. Extrinsic rewards and praise include things like reading for Pizza Hut awards or aiming for reading recognition (Nolen & Nichols, 1994). Whether or not extrinsic rewards for reading contribute to intrinsic drive—which maintains long-term reading habits—is up for debate.
- m. The majority of motivation theorists endorse the practice of emphasizing mastery goals in the classroom (Ames, 1992). When students read for mastery, their goals are to: (a) learn from text; (b) thoroughly comprehend stories; and (c) appreciate the essence of literary writings, such as poetry or legends. Long-term achievement is increased when teachers stress these kinds of objectives because students absorb them and grow into more independent learners (Ryan & Deci, 2000).

In general, students' motivation acts as a catalyst for their engagement, perseverance, curiosity, use of metacognitive techniques, and feeling of purpose—all of which are vital components in the promotion of reading comprehension. A technique for improving motivation in the

classroom that hasn't gotten much study attention is using engaging projects to spark students' interest. Hidi and Harackiewicz (2000) made the case in a thorough literature analysis that educators ought to try to boost situational interest in order to boost motivation for academic pursuits. According to their statement, "situational interest is generated by certain environmental conditions and/or stimuli that focus attention and that represent the more immediate affective reaction that may or may not last" (p. 152). "Educators can find ways to foster students' involvement in specific content areas and increase levels of academic motivation by focusing on the enhancement of situational interest in classrooms," the authors recommended (p. 153). They further stated that "one way for schools to motivate students and help them make cognitive gains in areas that initially hold little interest for them is to create environments that stimulate situational interest" (p. 157). If we follow the advice of Hidi and Harackiewicz, "(1) identifying educational interventions that can trigger situational interest and (2) identifying interventions that will promote maintenance of situational interest over time" (p. 156) should be our next areas of attention. It is our responsibility to identify teaching techniques, activities, or both that will encourage situational interest in reading.

2.7. Motivational factors

1. When examining the motivation of ESL learners to read, educators and literacy researchers should take into account a number of motivational elements. MS Protacio (2012) found that there appeared to be five main drivers behind the motivation of ESL students to read.
2. Sociocultural environment: The presence of friends and relatives in their immediate surroundings inspires ESL students to read. Parents were cited by many students as reading role models, but instructors had to be reading role models as well. Tell your students about the novels you are reading and your favorite aspects of them. If you have

a strong passion for the texts you are reading, maybe your students will feel the same way.

3. Integrative orientation: Reading helps ESL students connect with their classmates and get more knowledge about their new culture. By reading broadly, you will allow the teacher to suggest novels to your students. Instructor recommendations accounted for a large number of the books that the targeted students indicated as favorites.
4. Instrumental motivation: Because they understand the importance of reading to advance their English proficiency, ESL students are driven to read. Conduct an interest survey. The "Tell Me What You Like" inventory is one example of a specialized interest inventory (McKenna & Stahl, 2008, p. 214). Instructors are also free to choose their own themes and create their own interest surveys. Teachers and school librarians can add additional books with subjects and genres that students are most interested in to their classes and school libraries based on the findings of the interest inventory.
5. Perceived Competence: The drive to read in English among ESL students is correlated with their assessment of their English language proficiency. Give ESL students the chance to engage in group discussions about readings in order to encourage integrative motivation. Assist students in gaining exposure to diverse perspectives by utilizing mixed groups. Another strategy is to employ idea circles (Guthrie & McCann, 1996), in which students are divided into groups according to a shared interest. These could be groups of pupils reading several texts on the same subject at different levels. Together, the students discuss the lessons they have taken away from reading a variety of works.

Reading lists: ESL students are driven to read engaging novels that are appropriate for their level of independence. According to this research, ESL students have preferences for the sorts of books they wish to read. Nevertheless, at first, they might want assistance in identifying books that are appropriate for their reading level or they might not know how to make book

selections. We are aware that giving kids a sense of autonomy is crucial to encouraging them to read, but since some students may initially require assistance in selecting books to read, we may need to scaffold their choices. Teachers may suggest a few books that a particular student could enjoy and let the student select from these selections based on their understanding of the subjects or genres that pique the interest of their students. With this approach, teachers might suggest books while granting students the freedom to choose what they read.

According to MS Protacio (2012), the findings suggest that ELs might be inspired to read in English in order to become familiar with their new environment and connect with their classmates. Since they understand the importance of reading for the development of their English, they are also motivated to read in the language. More factors that encourage ELs to read in English include the sociocultural context, perceived competency, and engaging reading materials.

2.8. Previous Studies on the Impact of Motivation on Reading Comprehension

Studies by Dornyei (2006) and Grabe (2009) show a substantial correlation between reading comprehension skills and motivation. The findings show that motivation, in all its manifestations, affects reading comprehension and that motivation enhances students' reading at all reading levels. According to Schutte and Malouff (2007), reading motivation has an impact on students' reading. More motivated students are expected to read a wider range of literature.

Reading comprehension and intrinsic drive for reading were found to be positively associated in a study by Gottfried (1990). Gottfried, Cook, Gottfried, and Morris (2005) found that children from elementary school through high school outperformed other students on a variety of reading metrics when they had unusually high academic intrinsic desire.

Motivating children to read more is important since it directly affects their comprehension and text identification skills, according to Morgan and Fuchs (2007). Ahmadi and Hairul (2012)

also mentioned the substantial amount of research on the role motivation plays in the acquisition of a target language and how it enhances language learners' comprehension (Cox & Guthrie, 2001). Giving children the flexibility to select their own preferred reading materials is a critical first step in motivating them to read, according to Schutte and Malouff (2007). Students would read more if they were allowed to choose their own reading materials. Accordingly, it can be said that highly motivated students read more than less motivated students (Pachtman & Wilson, 2006).

Girls are more organically driven to read and write than boys are, according to Guay et al. (2010). Lucas (2010) asserts that pupils possess an intrinsic motivation to learn and achieve success, along with a natural desire to develop their speaking and reading skills. According to Tercanlioglu (2001), Turkish students have a positive attitude toward reading since they read for both internal and exterior goals. In 2007, Takase conducted a study on the factors that motivate Japanese learners to read a lot of English. The study's findings demonstrated that intrinsic motivation is the most important factor in both L2 and L1 reading motivation and that there was no positive link between L1 and L2 reading motivation. Better indicators of students' intrinsic motivation are increased reading volumes and enhanced text comprehension (Wang & Guthrie, 2004; Lau & Chan, 2003; Wang & Guthrie, 2004). Researchers Takase (2007), Dhanapala (2006), and Tercanlioglu (2001) found that among EFL learners in Turkey, Sri Lanka, and Japan, intrinsic motivation and quantity of reading were positively connected.

In Dhanapala (2006) and Tercanlioglu (2001), there was a positive correlation found between reading quantity and extrinsic motivation. Lin, Wong, and McBride-Chang (2012) discovered that an extrinsically oriented component was predictive of learners' L2 reading comprehension. Takase(2007) looked at EFL students in Japan and found no connections between motivation and text comprehension that were significant.

In order to ascertain the effect of motivation on students' reading comprehension abilities, Seymour and Walsh (2016) conducted research. The results of the experiment show that while motivation is usually a significant factor impacting a learner's comprehension of what they have read, this does not imply that motivation is the primary factor that enhances comprehension. The study also demonstrated that reading motivation is a critical component that supports foreign language learners' increased reading efficiency. Furthermore, Hairul, Ahmadi, and Pourhossein (2012) looked into the role that reciprocal teaching strategies play in raising students' motivation to read. The study's conclusions proved that pupils' reading comprehension suffers when they lack motivation. The study also demonstrated that encouraging students to make educated guesses could deter them from doing so, which would improve their performance and help them solve problems or overcome obstacles when reading the material. It might also lessen comprehension anxiety.

Fridkin (2018) looked into the relationship between kids' motivation and how well they understood what they read. Three experimental investigations were conducted to examine the relationship between situational interest, reading comprehension, and task enjoyment and children's (8–9-year-old) reading motivation. Two types of choice and novelty were looked into as possible triggers. Each study examined children's comprehension of the texts they were reading and their level of enjoyment with the tasks they were completing using a repeated measure, cross-over design. After reading a tale, participants completed a reading comprehension exercise and an enjoyment questionnaire. A portion of the participants took part in focus groups after the test, where the research issues were discussed. As evidenced by the study's findings, novelty and choice are powerful situational interest-triggers and motivators that can increase intrinsic motivation and change how someone approaches a task. These changes may lead to increased levels of effort, focus, and perseverance as well as increased job satisfaction.

McGeown, Norgate, and Warhurst (2015) investigated whether children who were categorized as outstanding or very bad readers had different relationships between reading ability levels and intrinsic and extrinsic desire for reading. The sample for the study consisted of 1811 children ranging in age from seven to thirteen. In this study, an experimental research design was adopted. The results of the study demonstrated that reading efficacy and intrinsic reading motivation were related to children's reading abilities, while extrinsic reading motivation did not. Furthermore, the findings showed that among the proficient readers, only extrinsic reading drive was substantially connected with reading skills, but among the poorly correlated readers, no motivational factors were connected with reading ability.

Houghton (2015) looked into how reading proficiency in first graders was affected by both intrinsic and extrinsic motivation. Using a quasi-experimental approach, the impact of intrinsic, extrinsic, or a combination of both motivational variables on the reading achievement and oral reading fluency of sixty-six first-graders was investigated. The dependent variables were reading achievement and oral reading fluency. The data included reading proficiency pretest and posttest scores as well as measures of oral reading fluency. Students in two out of the three groups developed verbal reading fluency graphs that supported the intrinsic motivation condition of goal-setting. The fact that students in three of the three groups got awards in a comparable way defined the extrinsic incentive condition. After eight weeks of treatment, the posttest results were compared with the pretest findings as a covariate. An analysis of covariance revealed that there were no statistically significant differences in reading achievement between the three motivating situations. Further analysis revealed a statistically significant difference in oral reading fluency favoring the intrinsic motivation intervention group. Eight weeks may not be long enough for kids to directly benefit from any one incentive condition, but involving them in goal-setting could help them become more adept readers and eventually become more literate, according to the findings. The study discovered that intrinsic

motivation had a beneficial impact on first-grade students' motivation to read, but extrinsic motivation had a negative impact.

Ahmadi (2017) established the impact of motivation on reading comprehension. In this article, the researcher examines several important aspects of how motivation influences reading comprehension. Pupils who are more motivated to learn will advance in reading comprehension more quickly than pupils who are less motivated, per this research study. Motivation is one of the most crucial factors assisting kids with their reading comprehension. Both reading comprehension performance and comprehension are enhanced by motivation. This study showed that one effective method for improving pupils' reading comprehension is to explicitly teach motivation. One of the study's significant implications is that EFL students ought to be motivated to advance their reading comprehension abilities and become proficient readers. Reading motivation can make a learner more successful when learning a language, regardless of the type of learning setting they are in. All things considered, it can be said that EFL teachers should go above and beyond their regular duties by providing their EFL students with the opportunity to become motivated and greatly improve their reading comprehension abilities.

Ahmadi, Ismail, and Abdullah (2013) looked into the relationship between students' reading motivation and comprehension in a Malaysian context. In their investigation, they examined a wide range of elements, including text genres, particular as opposed to general situations, self-versus external sources of motivational evidence, and motivation characteristics (interest, perceived control, collaboration engagement, and efficacy). Through qualitative research, the study found that reading motivation enhances reading comprehension. Students who are motivated can increase their reading comprehension test scores. Furthermore, Dakhi and Damanik (2018) conducted research to find out how students' motivation improves their reading comprehension abilities. Sixty tenth graders at SMA Negeri 55 South Jakarta took part in the completion of fifty statements from eleven motivational areas. An additional way to obtain the

participants' perspective was conducting interviews in order to obtain the essential data and fulfill a methodological triangulation. The exam findings show that the strongest correlation between students' motivation to read and their reading curiosity is reading curiosity, whereas the least strong correlation exists between students' motivation to read for social reasons. The study found that pupils' motivation improves their capacity to comprehend what they read.

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2.9. Empirical Studies

In this study, 159 fifth-grade children were examined to see how reading volume functions as a mediator between extrinsic and intrinsic reading motivation and advanced reading comprehension (including comprehension at the paragraph and passage levels). Although it was assumed that internal reading motivation and reading quantity are positively correlated,

extrinsic reading motivation was predicted to have a negative impact on reading quantity. As control variables in the analysis, gender, social desirability, and lower-level reading comprehension (including comprehension at the word and sentence levels) were also considered. The results of the structural equation analysis showed that the positive impact of intrinsic reading motivation on higher-order comprehension is fully mediated by reading quantity. Furthermore, it was discovered that extrinsic reading incentive negatively affected comprehension both directly and indirectly. Further investigations verified the presence of a suppression effect and demonstrated that extrinsic reading motivation had a notably adverse impact on reading quantity and reading comprehension only when intrinsic reading motivation was also considered as a predictor (Schaffner et al., 2013).

184 Chinese fifth graders from Hong Kong performed reading comprehension tests in both Chinese and English in addition to a questionnaire that included eight different motivational subscales related to reading independently for both Chinese as a first language (L1) and English as a foreign language (EFL). In reading from L1 to EFL, incentives related to self-efficacy, curiosity, engagement, leisure, and attitudes toward social peers significantly increased. There was no difference between EFL and L1 on the motivating subscales related to social-family views, instrumentalism, and school grades. Furthermore, the greatest correlation between recreation and L1 reading comprehension was discovered, whereas the highest correlation was identified between instrumentalism and EFL reading comprehension. The eight subscales accounted for 16% of the variance in Chinese and 12% of the variance in English reading comprehension. According to Lin et al. (2012), the results demonstrate the importance of numerous motivational elements for reading comprehension as well as the varied roles that each motivational factor may play in L1 and EFL reading.

The Western Reserve Reading Project provided a sample of 421 twin pairs (MZ = 168, DZ = 253) that were chosen for this study in order to examine the relationship between reading

motivation and comprehension. Reading motivation was assessed using the Motivation for Reading Questionnaire, a specific collection of scales based on 11 traits of reading motivation. Reading comprehension was assessed using the revised Woodcock Reading Mastery Test and revised Peabody Individual Achievement Test subtests. Data from three yearly home visits were utilized to build latent components for reading comprehension and motivation starting at age six ($M = 6.09$, $SD = 6.69$). The findings indicated that reading motivation and reading comprehension elements were significantly influenced by inherited, shared, and nonshared environmental factors. Furthermore, nonshared environmental pathways as well as genetic pathways impacted the covariance between reading motivation and reading comprehension parameters. Estimates of the shared contextual overlap between reading comprehension and reading motivation, however, did not show statistical significance. These findings provide additional evidence for the influence of individuals on reading comprehension by indicating that, in addition to genetic overlap, child-specific contextual factors also have an impact on the link between reading motivation and comprehension. Lastly, the study's findings imply that, in addition to hereditary variables pertaining to motivation and understanding, children's reading aptitude and abilities are also correlated with their engagement and desire to read (Middleton, 2011).

Children with a variety of reading skills have usually been the subjects of this research, which looks at the connection between reading motivation and proficiency. Less study has been done on kids who read exceptionally well or who receive extremely low reading scores. The aim of this research is to investigate potential differences in the link between reading ability levels and internal and extrinsic motivation for reading amongst children classified as great or very bad readers. 1811 kids between the ages of seven and thirteen were evaluated in total, and the results showed that there were good readers (top 10%; $n = 194$) and poor readers (bottom 10%; $n = 188$) in the group. In the classroom, every child completed a reading assessment and a reading

motivation questionnaire. Students who performed well and poorly on the standardized reading exam were divided into two groups. While children's extrinsic reading motivation did not correspond with their reading skills, their intrinsic reading motivation and reading efficacy did in the entire sample. Good and poor readers differed considerably in reading efficacy and internal motivation to read after controlling for group membership, but not in extrinsic incentive. Only extrinsic reading drive was shown to be significantly connected with reading competence in proficient readers, whereas no motivational factors were found to be significantly correlated with reading skill in underprivileged readers. Overall, there was a stronger correlation between the intrinsic and extrinsic reading motives of poor readers. Contrary to popular belief, there may be more to reading motivation and talent than meets the eye. Children who scored highly on reading tests showed differences in their reading abilities that were related to extrinsic rather than intrinsic motivation (McGeown et al., 2012).

This study looked at the long-term connections between reading literacy development and intrinsic and extrinsic motivation. Specifically, after adjusting for prior reading literacy, the authors (a) looked at reading quantity as a mediator between motivation and reading literacy and (b) looked for bidirectional correlations between reading motivation and literacy. A longitudinal examination that began in Grade 3 and included additional points of measurement in Grades 4 and 6, involved 740 children in total. It was discovered that reading quantity, not including prior reading literacy in structural equation models with latent variables, mediated the relationship between intrinsic reading motivation and later reading literacy. Reading literacy in Grade 3 negatively predicted extrinsic reading motivation in Grade 4, which in turn negatively predicted reading literacy in Grade 6. This finding indicated an inverse correlation between extrinsic reading motivation and reading literacy. The consequences for research and practice are discussed (Becker et al., 2010).

Reading motivation is one important aspect that could influence the reading achievement of primary school kids. The purpose of the current study was to investigate whether reading motivation could mediate the association between beginning-of-school reading ability and middle-school reading performance. 52% of the 979 Russian students whose longitudinal data we used were female. Data on early reading skills were collected in Grade 1, and reading motivation and comprehension were examined in Grade 3. The findings showed that, even after adjusting for reading proficiency in Grade 1, both intrinsic and extrinsic motivation in Grade 3 predicted reading achievement in Grade 3. Extrinsic motivation, rather than intrinsic drive, was found to be partially responsible for mediating the association between reading ability in the first grade and later reading performance in a two-level multilevel mediation study. The findings are examined in relation to earlier research. Additionally, recommendations for additional study are given, along with practical consequences (Kanonire et al., 2020).

The primary objective of the paper was to illustrate the relationship between several internal and extrinsic motivational factors and the tertiary reading comprehension abilities of ESL students. A combination of techniques was applied. For the quantitative part of the investigation, a tailored 24-item questionnaire was employed to collect relevant data from a sample of 121 undergraduate students. Eight students from different social science backgrounds were interviewed for the qualitative section. Two types of motivation have a significant impact on an individual's reading ability: intrinsic (motivation derived from internal sources like curiosity, involvement, and preference for challenge) and extrinsic (motivation derived from outside sources like competition, recognition, grades, social reading, and compliance). Determining the impact of different motivating structures on the reading comprehension of the pupils was also the primary concern. As per the findings, there is a modest level of extrinsic motivation for kids to read at this time when they are exposed to significant competition and

positive expectations for their L2 classmates. The reading comprehension abilities of ESL and EFL students also show evidence of intrinsic motivation (Nadeem & Moin, 2023).

The purpose of the study is to determine whether intrinsic motivation and reading comprehension in seventh grade students at SMP al-Maarif Panggung are correlated in any way. Two variables were used in this investigation. Reading comprehension is a dependent variable, and students' intrinsic drive is an independent variable. In this study, a correlation approach was employed. The participants in this study are seventh-grade students at SMP al-Maarif Panggung. Through the use of systematic sampling approaches, 23 students are included in the study. The instruments for collecting data are a test and a questionnaire. The questionnaire's objectives were to evaluate students' reading comprehension and acquire data on their intrinsic motivation. In order to assess the validity of the instruments and their reliability, this study used two different approaches: content validity and reliability examination. The Alpha Cronbach alpha coefficient and the Guttman split-half method were used to evaluate the test's reliability. The researcher used Pearson Product Moment for data analysis using SPSS v.26 software. The results of the study showed that reading comprehension and students' intrinsic motivation were related; the two variables had a strong association, as indicated by the r value of $(0,787) > r_t (0,413)$ (Fitriyah, 2021).

The current study set out to examine the mediating roles that reading quantity and metacognitive knowledge of strategy application play in the link between secondary school students' intrinsic motivation and reading comprehension. Taking into consideration the reciprocal relationship between intrinsic motivation and reading comprehension in Grades 5 and 7, we hypothesised that reading quantity and metacognitive knowledge of strategy use in Grade 6 would mediate the relationship between intrinsic motivation in Grade 5 and reading comprehension in Grade 7. In the context of the German National Educational Panel Study, the analyses comprised 3,829 secondary school pupils. Through reading quantity and metacognitive knowledge of strategy

use, we discovered significant indirect impacts of intrinsic motivation on reading comprehension based on the analyses of structural equation models. Miyamoto et al. (2019) also describe the findings of exploratory analyses regarding the moderating effects of sex and reading skill levels.

The aim of this research is to investigate the relationships between the self-efficacy, reading motivation, and comprehension perceptions of fourth-grade children. The survey model that uses correlation is quantitative. The statistical software package SPSS was used to analyze the data. Parametric tests, the Independent Samples T-Test, and ANOVA were used to examine the data. After analyzing the study's findings, it was discovered that the kids' overall reading motivation scores were at a "good" level and that neither gender nor the Turkish report card grade characteristics significantly affected their overall scores. Additionally, it was shown that neither the gender nor the grade variables on the students' Turkish report cards affected the overall reading comprehension self-efficacy perception scores. In the end, it was discovered that there was a "moderate" positive correlation between the students' reading motivations and their assessments of their own reading comprehension self-efficacy (Bakkaloglu & Pilten, 2023).

The aim of this study is to obtain a more profound comprehension of the ways in which gender affects the mutual links between intrinsic reading motivation and teenage reading comprehension. This study focuses on a representative sample of German secondary school students ($N = 8,317$), of which around 48% are female and 26% are immigrants. This study makes use of National Educational Panel Study (NEPS) data. The average age of the students in wave 1 of grade 5 was 10.64 ($SD = 0.37$). Reading comprehension and intrinsic reading motivation were measured at three different ages: in grades 5, 7, and 9. Over the course of four years, gender differences and similarities in the reciprocal relationships between intrinsic reading motivation and reading comprehension were investigated using a multi-group cross-

lagged panel model. For both male and female students in grades 5 through 9, the findings showed reciprocal cross-lagged effects between intrinsic reading motivation and reading comprehension. For both genders, the cross-lagged effects between reading comprehension and intrinsic reading motivation were generally similar in strength. This study highlights that there is a general gender consistency in the reciprocal relationships between intrinsic reading drive and reading comprehension from grades 5 to 9. Regardless of age or gender, the results support the generality of the favorable reciprocal relationships between intrinsic reading motivation and reading comprehension. It emphasizes possible directions for further research and cautions against interpreting gender differences without taking into account the reciprocal, complex character of these factors (Miyamoto, 2024).

The purpose of this study was to ascertain the connection between students from one of the secondary schools in Malita, Davao Oriental, and reading motivation and comprehension. The association between reading motivation and reading comprehension is described in this quantitative study using a descriptive-correlational design. Those 251 senior high school students enrolling in the 2022–2023 academic year comprise the study's respondents. The study's conclusions characterize all reading motivation domains as highly motivated, with grade compliance, sociability, and curiosity being the most strongly motivated. In the meantime, efficacy, recognition, and involvement are characterized as "motivated." They characterize competition and work avoidance as "moderately motivated." This suggests that the respondents' total motivation for reading is "motivated," which translates to less interest in reading. Additionally, the learners' general reading comprehension level is assessed as moderate, suggesting that they comprehend the text and are able to correctly answer some questions based on it. To conclude, there appears to be no substantial relationship between reading comprehension and learners' motivation to read. Therefore, it is advised that more research be done on additional variables that affect the students' reading comprehension (Guia, 2024).

It is often known that motivation plays a critical role in the development and acquisition of language abilities, particularly writing and reading comprehension. From this angle, the study's objective was to determine the relationships between the reading comprehension, writing abilities, and writing motivation of fourth graders. The study, which used a correlational research methodology, included 581 fourth-grade pupils from public primary schools in the central districts of the provinces of Kars, Konya, and Zonguldak. Of these, 297 were males and 284 were girls. The "Reading Comprehension Test," "Motivation to Read Profile," "Motivation to Write Profile," and "Story Text Assessment Analytic Rubric" were among the instruments used for gathering data. The results of the data analysis showed that male and female students' reading comprehension abilities were similar, with statistical significance favoring the female students when taking into account their motivation to read and write as well as their story writing scores. A significant positive association was discovered between the sub-factors of the writing motivation and the motivation to read, as well as between the two sub-factors. Additionally, reading drive was found to be a significant predictor of reading comprehension abilities, whilst writing motivation was revealed to be a significant predictor of writing proficiency. Aktaş et al. (2023) concluded their study with some recommendations for future researchers and educators.

2.9. Research gaps

Numerous studies have already looked at why authors, both foreign and Cambodian, choose to study English, as the literature review section explains. Unfortunately, there are still surprisingly few research on motivation in Cambodia, particularly in the context of a university nowadays. Furthermore, no research has been done on what motivates students in Cambodian universities to learn English. As a result, this is a relatively recent study that makes an effort to close these gaps by analyzing survey data to ascertain how students are motivated to read English.

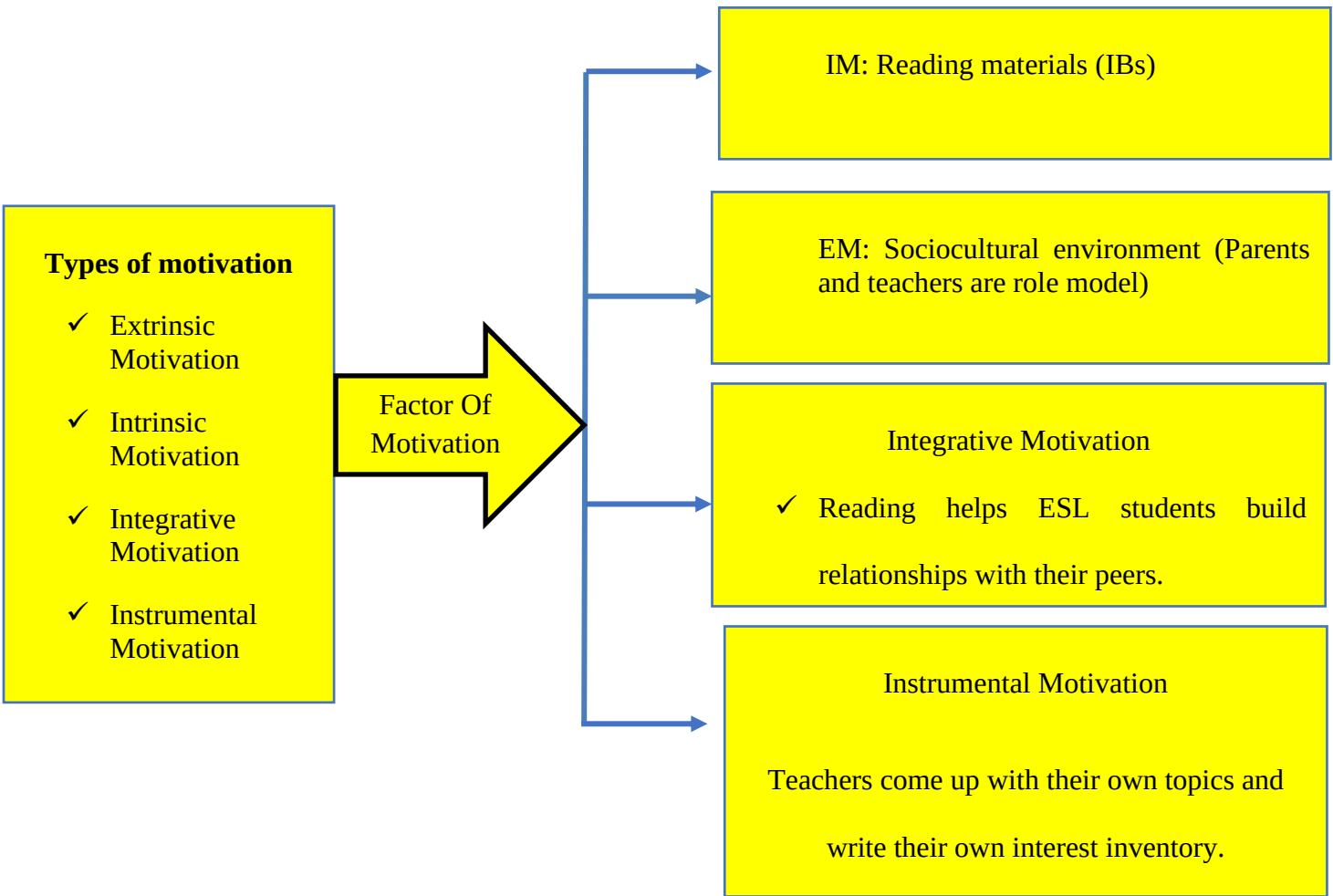


Figure 2.1. Conceptual Framework

Extrinsic motivation, integrative motivation, instrumental motivation, and intrinsic motivation are the four categories of motivation. The conceptual framework is explained in the material that follows.

Intrinsic motivation is a key factor in engaging readers with interesting books. It stems from internal factors like enjoyment, curiosity, and a sense of accomplishment, rather than external rewards. Intrinsically motivated readers are naturally curious and open to exploring diverse genres and themes. They often have a personal connection to the book's themes, characters, or storyline, fostering deeper engagement. They value autonomy in their reading choices, allowing them to choose books that align with their unique preferences. They are motivated by challenges that stimulate their intellectual curiosity and creativity. Ultimately, intrinsic motivation drives readers to derive pleasure and fulfillment from their reading experiences, enhancing their overall engagement.

Extrinsic motivation related to the social environment provided by parents and teachers as role models can significantly influence individuals to develop a habit of reading. Parents and teachers can significantly influence individuals to develop a reading habit by acting as role models. They can demonstrate interest in reading, provide resources, encourage discussion, set expectations, offer rewards, model consistency, and create a reading culture. By displaying genuine interest in reading and engaging in reading activities themselves, children and students are more likely to view reading as a valued and enjoyable activity. They can also provide access to reading materials, encourage discussion about books, set expectations, and offer rewards to reinforce reading achievements. Consistent reading habits can convey the message that reading is a lifelong activity that holds value over time. By working together, parents and teachers can create a reading culture within the home or classroom, promoting a shared enthusiasm for reading. By acting as positive role models, they can effectively leverage extrinsic motivation within the social environment to encourage reading as a meaningful and enjoyable part of life.

Integrative motivation in peers can significantly influence individuals' attitudes and behaviors towards reading. This motivation stems from the desire to learn a language or engage in a behavior due to an interest in the culture or community associated with that language or behavior. Peers who are enthusiastic readers can serve as powerful motivators for others to develop a love for reading. Peer influence can lead to the formation of book clubs or reading groups, which create a supportive environment for meaningful discussions about books and literature. Reading challenges can motivate individuals to stay committed to their reading habits and achieve shared objectives. Celebrating reading achievements can create a positive environment that encourages continued engagement. Cultural exchange through reading can broaden individuals' understanding of the world and foster appreciation for diverse literary traditions. Peer support can offer encouragement, feedback, and motivation to stay committed to reading goals. Overall, integrative motivation in peers can create a dynamic and supportive environment that fosters a shared enthusiasm for reading.

Instrumental motivation, driven by individuals' interests and personal interests, significantly influences their reading habits and literacy development. This motivation leads to a sense of connection and engagement with the content, setting clear goals for reading habits, encouraging self-directed learning, skill development, intrinsic satisfaction, empowerment, agency, creativity, and lifelong learning. Reading materials that align with personal interests provides a sense of connection and understanding, allowing individuals to explore diverse topics and deepen their understanding. These motivations also encourage goal-setting, skill development, intrinsic satisfaction, empowerment, creativity, innovation, and lifelong learning. By choosing reading materials that resonate with personal interests, individuals can take ownership of their reading choices and cultivate autonomy in their pursuit of knowledge. Engaging with diverse reading materials can inspire new ideas, perspectives, and solutions, generating fresh insights in personal and professional endeavors. In conclusion, instrumental motivation driven by

personal interests significantly influences reading habits and literacy development. By prioritizing reading materials that align with personal interests, individuals can derive greater meaning, fulfillment, and personal growth from their reading experiences.

2.11. Chapter Summary

Based on the literature evaluation for this study, it can be concluded that motivation plays a crucial role in the development of reading comprehension. However, teachers must acknowledge that students have varying motivational styles. To inspire students and boost their self-esteem, confidence, spontaneity, autonomy, and self-stimulation, teachers should create a fun and engaging environment in the classroom. Instructors must consider the needs and interests of their pupils. Any reading material that involves humor, amusement, enjoyment, or pleasure piques students' curiosity. This indicates that their preferred method of enjoyment is reading. This suggests that instructors should incorporate enjoyment into their reading lessons. The development of English reading comprehension requires motivation. Instructors should create a setting that is conducive to reading comprehension in order to boost students' enthusiasm. They are free to employ a variety of genres, letting the students select the resources that best suit their requirements and interests. Teachers are actually the ones who should be modeling and inspiring kids to be motivated. They ought to state how long reading should take. The study's literature assessment leads to the conclusion that all educational institutions, including colleges and universities, should particularly draw students' attention to the critical role motivation plays in reading comprehension in their curricula.

CHAPTER THREE

RESEARCH METHODOLOGY

The third chapter is devoted to research methodology. The current study will examine the motivational elements that support students' reading comprehension through the use of a quantitative approach to survey design. Research design, population and sampling, data collection methods, researcher tools, validity and reliability, data analysis, ethical considerations, and a summary of the chapter are all covered in this chapter. Data analysis is accomplished by a variety of techniques, such as data gathering methods, research tools, and data analysis itself.

3.1. Research Design

Because the researcher anticipated providing the data in a numerical format, describing and evaluating the association, and use statistics to analyze them, the study was carried out using a quantitative research approach. Using and interpreting numerical data to learn about the world is known as quantitative research (Chu and Mak, 2022; Stratton, 2021). To determine the relationship between two variables—reading motivation and reading comprehension—this study used a survey. Quantitative methods were used to collect data from the students, including English-language questionnaires that were translated into Khmer.

3.2. Population and Sampling Techniques

There were two obvious reasons why the NUCK was selected as the study site. It was firstly available to the researcher. The researcher studies at this university, which is located in the Cambodian province of Kampong Cham in the Sombour Meas district. Access to the participants and pertinent data was simple. Second, that was the location of the teachers' and students' reading and teaching issues. Since the National University of Cheasim Kamchaymear's stakeholders were dealing with these difficulties in order to promote reading comprehension, the institution was an ideal location for the study, which looked into the specific motivational variables that support students' reading comprehension.

The 152 students in this study were divided into three age groups: 19–25 years, 26–30 years, and 31–Over years. Of these, 101 were female and 51 were male. They are first-, second-, third-, and fourth-year English study program students who are currently enrolled in Advanced English Reading classes after passing Basic and Intermediate English Reading courses. to verify that they are proficient English language learners.

3.3. Data Collection Procedure

In a thesis, data procedures usually include a description of the methods used to gather, examine, and evaluate data in order to answer the research objectives. The following stage involves gathering data for a study on how motivation affects pupils' reading comprehension.

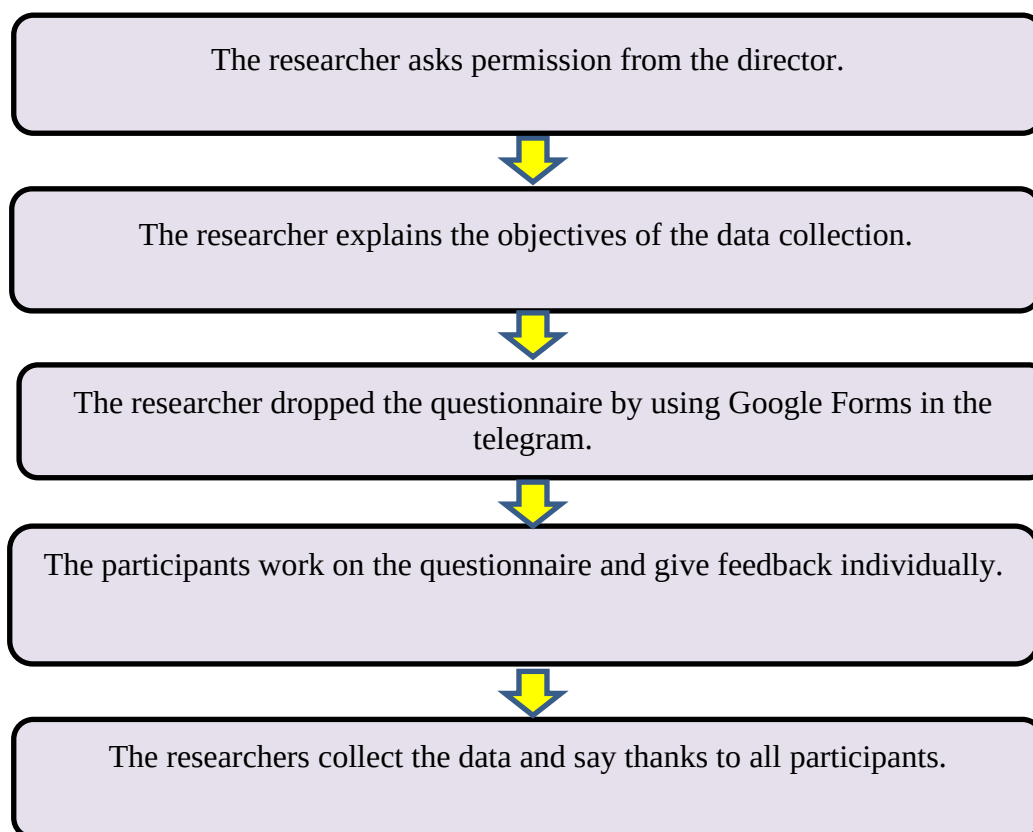


Figure3.1. Research Procedures

In order to obtain data from the National University of Cheasim Kamchaymear, which is located in Kampong Cham, Cambodia, the researcher requests permission from the principal. Prior to beginning data collection, a letter asking the chosen participants to take part in this study and requesting approval had been written to the principal of the National University of

Cheasim Kamchaymear. Before completing the questionnaires to obtain accurate and trustworthy data, the respondents were provided pertinent instructions and given the assurance of anonymity. The contributors were ethically told that the surveys were only a survey and not a test or quiz.

3.4. Research Instrument

For this study, a questionnaire served as the instrument. Both English and Khmer were available for the questionnaire. The questionnaire's specific administration was assessed to ensure it was most appropriate for gathering data for this investigation. The structure of the questionnaire is determined by the students' reading achievement and motivation factors. There are four sections to the research questionnaires.

Before Part 1, the researcher told the participants about the introduction. The introduction sets the context for the survey, explaining its purpose and emphasizing the importance of the participant's feedback. It assures respondents of confidentiality and explains that their responses will be used solely for research purposes.

In the first part, the researcher talks about demographic information: This section gathers background information about the respondent, including demographics such as gender, age, academic year, work-related experience, and studying time. Understanding the demographic profile of respondents can help in analyzing how different customer segments perceive the store's services.

The second part of this research talks about the factors of intrinsic motivation in students' reading comprehension. RS questionnaires were metacognitive strategy items adapted from Liman Kaban and Karadeniz (2021). This part has 10 items and five rating scales ('Strongly disagree=1', 'Disagree=2', 'Not decided', 'Agree=4', and 'Strongly agree=5').

In the next part, the researcher finds out the factors of extrinsic motivation on students' reading comprehension that adapted from Liman Kaban and Karadeniz (2021). This part also has 10

items and five rating scales ('Strongly disagree = 1', 'Disagree = 2', 'Not decided' = '4', and 'Strongly agree = 5').

The last part of this research relates to reading comprehension that adapted from Kaya (2015). This part has 7 items and five rating scales as well ('Strongly disagree=1', 'Disagree=2', 'Not decided', 'Agree=4', and 'Strongly agree=5').

Each part of the research instrument serves a specific purpose in gathering data related to reading motivation to promote students' reading comprehension: a case study of undergraduate students at the National University of Cheasim Kamchaymear. By using quantitative rating feedback, researchers can gain a comprehensive understanding of the motivation and reading comprehension of undergraduate students.

3.5. Validity and Reliability

3.5.1 Validity

Validity is an absolute requirement in quantitative research. Because an invalid test or instrument is useless, validity is critical to doing worthwhile analysis. The ability of an instrument to calculate is a quality indicator. Validity is an absolute necessity for both qualitative and quantitative analysis. Since a test or tool is useless if it is invalid, validity is crucial to useful analysis. Kumar (2018) discovered that an instrument's ability to calculate what it is is a measure of its quality. Reliability of data and results is crucial in any research process (Zohrabi, 2013). Using the available research instruments, three specialists in the relevant domains confirmed. As a result, the tools utilized are reliable and functional (see Appendix).

3.5.2 Reliability

The reliability of data and results is critical in any research process. Replicability, correctness, stability, and trustworthiness are all factors that contribute to the analysis's reliability. This reliability suggests that if the analysis saw the identical event two or more times, the results would remain the same.

Replicability, accuracy, stability, and trustworthiness are the factors that determine the dependability of the analysis, according to Nunan and David (1992) and Whittemore et al. (2001). According to this reliability, the analysis would produce the same results if it were able to see the same thing twice or more (Kumar, 2018).

Table 3.1. Reliability of the Indicators According to Cronbach's alpha's Analysis

Constructs	Number of Statements	Cronbach's alpha
Intrinsic	10	0.87
Extrinsic	10	0.87
Reading Comprehension	7	0.57

Table 3.1 presents the reliability of three different constructs Intrinsic, Extrinsic, Reading Comprehension based on their respective number of statements and Cronbach's alpha coefficient values. In order to evaluate the internal consistency of the items inside each construct and determine how closely connected the set of claims is to one another overall, a reliability study is carried out.

- Intrinsic: Cronbach's alpha for this construct, which is measured with ten assertions, is 0.87. This suggests that the statements are sufficiently connected and have a strong degree of internal consistency to be able to measure the concept of "Intrinsic."
- Extrinsic: This construct has ten statements as well, and its high degree of internal consistency is indicated by its Cronbach's alpha of 0.87. A score of 0.87 is commonly regarded as exceptional, indicating that the items assessing "Extrinsic" have a high degree of reliability.
- Reading Comprehension: The third construct, "Reading Comprehension," is represented by 7 statements as well. Its Cronbach's alpha value is 0.57, indicating acceptable internal consistency. While this value is lower compared to the other two

constructs, it still falls within the generally accepted threshold for reliability (0.57 or above).

In summary, all three constructs Intrinsic, Extrinsic, and Reading Comprehension demonstrate reliable internal consistency according to Cronbach's alpha, making the measurement tool valid for further statistical analysis. The values suggest that the constructs are suitable for research and can provide trustworthy data.

Table 3.2. Selection of the Alpha Coefficient

Cronbach's alpha	Internal Consistency
$\alpha \geq 0.9$	Excellent
$0.9 > \alpha \geq 0.8$	Good
$0.8 > \alpha \geq 0.7$	Acceptable
$0.7 > \alpha \geq 0.6$	Questionable
$0.6 > \alpha \geq 0.5$	Poor
$0.5 > \alpha$	Unacceptable

Source: Adapted from Siswaningsih et al. (2017, p. 7).

The table displays the ranges of Cronbach's alpha values and the corresponding degrees of internal consistency. The table classifies values between 0.8 and 0.9 as good, and an alpha of 0.9 or higher is considered outstanding. Values between 0.6 and 0.7 are considered problematic, whereas an alpha between 0.7 and 0.8 is considered acceptable. The researcher views any Cronbach's alpha value below 0.5 as unsatisfactory and considers any value between 0.5 and 0.6 as bad. This categorization system assists researchers in assessing the reliability of their measurement tools, ensuring a sufficient evaluation of the internal consistency of the items.

3.6. Data Analysis

Using descriptive statistics, the study's results were statistically examined, with particular attention paid to the quantity and proportion of each item that students completed. Both the extrinsic and intrinsic variables' items were computed. Additionally, an overall motivation was computed using all of the components from both motivations. Every element's percentage and frequency were calculated and statistically examined. The significant distribution of the responses to the items on a 5-point Likert scale was examined using descriptive statistics. To find noteworthy variations in the motivation of the students, the mean (M) and standard deviation (SD) were calculated.

3.7. Ethical considerations

Universities take great care to ensure the safety and dignity of research participants, given the seriousness of research ethics and the difficulties involved. A Research Ethics Committee was recently established at National University of Chea Sim Kamchaymear with the goal of making sure that ethical guidelines are followed when doing research. When doing research on reading motivation and reading comprehension for a thesis, certain ethical considerations must be made to ensure the integrity of the study and the welfare of the participants. The formal correspondence was written by Chea Sim Kamchaymear's National University.

Getting participants' informed permission is a crucial ethical consideration. The goal of the study, any possible risks or benefits, and the intended use of the data must all be made known to participants by the researchers. Before agreeing to participate in the study, participants must be fully informed of the expectations and given the chance to ask questions. This guarantees that people's rights are upheld and that they are not forced or tricked into taking part.

Complete autonomy in deciding whether or not to participate must be granted to the pupils. Every participant is advised that their identity will remain secret and that no data gleaned from the surveys would be shared in any manner that could lead to the participants' identity. The participants were also informed that the confidentiality of their information would be

maintained and that discussions regarding the particulars of their individual information would only take place with the supervisor. The individuals involved did not know one other, nor did the supervisor. Answering the questionnaire is a secret for participants.

Ensuring participants' privacy and secrecy is another ethical consideration. Researchers need to take precautions to safeguard participant confidentiality and the information they provide. This could entail employing data that has been anonymised, utilizing safe storage techniques, and restricting access to the data to those who are directly involved in the study. Participants should feel secure knowing that their data will only be utilized for the objectives specified in the study and that no personal information will be shared without permission.

Upon being approached by the researcher and given an explanation of the research goal and methodology, the participants voluntarily engaged in the study. Although it is customary to ask for written consent, researchers advise against using overly formalized methods of obtaining consent in favor of developing relationships that maintain participants' continuous ethical respect. An appendix containing the consent form that served as a guidance for the research and consent procedure is included.

Additionally, researchers must consider the potential impact of their study on participants. Reading, motivation, and comprehension are complex psychological processes that can be influenced by a variety of factors. Researchers must take care to design their study in a way that minimizes harm to participants and ensures their well-being. This may involve providing support or resources to participants who may experience distress or discomfort during the study.

It is also the duty of researchers to think through the possible applications and ramifications of their discoveries. This field of study has the potential to influence educational policies and practices that affect teachers, students, and schools. It is crucial that researchers think about the possible effects of their study and present their findings in an ethical and open way.

In general, ensuring that participants participate voluntarily, maintaining their privacy and confidentially, limiting harm, and taking the research's possible impact into account are ethical considerations linked to reading motivation and reading comprehension in a thesis. Researchers can conduct their study in a way that protects the rights and welfare of all parties involved by taking these ethical factors into account.

3.8. Chapter Summary

In summary, the goal of this study is to identify the motivational elements that support students' reading comprehension. Two variables were used in this investigation. Reading comprehension is a dependent variable, whereas student motivation is an independent variable. In this study, a survey method was employed. This study's population is drawn from simple random selection approaches in years 2, 3, and 4. There are 300 students involved in the study. A questionnaire is the data collection tool. Data on students' reading comprehension and internal and extrinsic motivation were gathered using the questionnaire. This study employed content validity for the instruments' validity questionnaire and two approaches for the instruments' reliability test. The researcher utilized the SPSS application to analyze the data.

CHAPTER FOUR

FINDINGS

This chapter presents the findings of the research conducted to find out the factors of motivation promote students' reading comprehension. Following the methodology outlined in Chapter 3, data was collected through surveys, interviews, experiments, and analyzed using questionnaire. The results are organized into sections, providing a comprehensive overview of the key insights obtained from the data. These findings not only highlight the factors of motivation to promote students' reading comprehension, but also contribute to a deeper understanding of the way that those factors of motivation promote students' reading comprehension.

4.1. Demographic Findings

Table 4.1. Demographic Information of the Samples (n = 152)

Variables	Values	Number	Percentages
Sex	Male	51	33.55
	Female	101	66.44
Age	19-25	118	77.63
	26-30	34	22.37
Years	Year 1	21	13.81
	Year 2	51	33.55
	Year 3	41	26.97
	Year 4	39	25.67

Table 4.1. provides an overview of the demographic information of the 152 participants involved in the study, focusing on their sex, age, and grades.

Regarding sex, the sample included 51 male participants, accounting for 33.55% of the total, while female participants numbered 101, representing 66.44%. This indicates a slightly higher representation of females compared to males in the study.

In terms of age, participants were predominantly in the 19-25 age range, with 118 individuals making up 77.63% of the sample. The remaining 34 participants, or 22.37%, were aged between 26-30. This suggests that the majority of the participants were in their late twenties.

For grades, the participants were in year 1,2,3 and 4 that the participants were in year 1, with 21 individuals representing 13.81% of the sample. In comparison, 51 participants, or 33.55%, were in year 2. The participants in year 3 were 41 equal 26.97% and the last year were year 4 that involved 39, or 25.67%. This distribution highlights that year 1,2,3 and 4 students formed the majority of the study sample.

Overall, the demographic data indicates a sample that is predominantly female, mostly aged 19-25, and largely composed of all year students.

4.2. Intrinsic Motivation

Table 4.2. Descriptive Statistics of Intrinsic Motivation

Statements	N	Min	Max	M	SD
Q1	152	1.00	3.00	1.8487	.47115
Q2	152	1.00	5.00	1.9539	.73996
Q3	152	1.00	3.00	1.7566	.48823
Q4	152	1.00	5.00	1.7895	.59392
Q5	152	1.00	5.00	1.9342	.68736
Q6	152	1.00	5.00	1.8816	.55115
Q7	152	1.00	5.00	1.8158	.64511
Q8	152	1.00	5.00	1.9079	.64444
Q9	152	1.00	5.00	2.0066	.62505
Q10	152	1.00	5.00	1.9079	.57951
Sum of Indicators	152	1.00	3.20	1.8803	.41893

Note: See Questionnaire in Appendix for the detailed statements of Q1 to Q10.

Table 4.2. presents the descriptive statistics of English Intrinsic motivation among the 152 participants, focusing on the mean, standard deviation (SD), and the range of responses (minimum and maximum) for each statement related to English motivation.

For **Statement Q1**, the responses ranged from 1.00 to 3.00, with a mean score of 1.8487 and a standard deviation of .47115, indicating moderate variability in participants' responses.

Statement Q2, we have a sample size (N) of 152, similar to Q1. The minimum value for this variable is 1.00, while the maximum value is 5.00. The mean value calculated for Q2 is 1.00, suggesting a consistent average value across the observations. However, the standard deviation (SD) for this variable is considerably high at .73996, indicating a significant amount of variability in the data points for Q2.

For **Statement Q3**, Sample Size: With 152 data points, Q3 provides a substantial amount of information to analyze. The values in Q3 range between 1.00 and 3.00, indicating a narrower spread compared to other variables. The mean value of 1.7895 suggests that, on average, the respondents' ratings are closer to 2, leaning slightly towards the lower end of the scale. The relatively high standard deviation of .48823 indicates a considerable amount of variability in the data points, showing that ratings vary significantly around the average score.

Statement Q4 had a response range from 1.00 to 5.00, yielding a mean score of 1.7895 and an SD of .59392, suggesting an average level of motivation with some variability.

In **Statement Q5**, all participants responded with range from 1.00 to 5.00, leading to a mean of 1.9342 and a SD =.68736, indicating a uniform perception among the participants for this statement.

Statement Q6 showed responses ranging between 1.00 and 5.00, with a high mean score of 1.8816 and a variability (SD = .55115), suggesting strong motivation levels for this item.

Statement Q7 had a response range from 1.00 to 5.00, with a mean of 1.8158 and an SD of .64511, showing generally high motivation with moderate variability among participants.

Statement Q8 had a response range from 1.00 to 5.00, with a mean of 1.9079 and an SD of .64444, showing generally high motivation with moderate variability among participants.

Statement Q9 had a response range from 1.00 to 5.00, with a mean of 2.0066 and an SD of .62505, showing generally high motivation with moderate variability among participants.

Statement Q10 had a response range from 1.00 to 5.00, with a mean of 1.9079 and an SD of .57951, showing generally high motivation with moderate variability among participants.

4.3. Extrinsic Motivation

Table 4.3. Descriptive Statistics of Extrinsic Motivation

Statements	N	Min	Max	M	SD
Q11	152	1.00	3.00	1.9211	.43864
Q12	152	1.00	3.00	1.8487	.41110
Q13	152	1.00	5.00	1.9803	.66582
Q14	152	1.00	5.00	1.9276	.56501
Q15	152	1.00	5.00	1.8618	.54041
Q16	152	1.00	5.00	1.9803	.61408
Q17	152	1.00	5.00	1.9474	.59567
Q18	152	1.00	3.00	1.8882	.43898
Q19	152	1.00	5.00	1.9342	.52325
Q20	152	1.00	5.00	2.0132	.55178
Sum of Indicators	152	1.00	3.10	1.9303	.37115

Note: See Questionnaire in Appendix for the detailed statements of Q11 to Q20.

Table 4.3. presents the descriptive statistics of English Extrinsic motivation among the 152 participants, focusing on the mean, standard deviation (SD), and the range of responses (minimum and maximum) for each statement related to English motivation.

Statement Q11 had a response range from 1.00 to 3.00, with a mean of 1.9211 and an SD of .43864, showing generally high motivation with moderate variability among participants.

Statement Q12 had a response range from 1.00 to 3.00, with a mean of 1.8487 and an SD of .41110, showing generally high motivation with moderate variability among participants.

Statement Q13 had a response range from 1.00 to 5.00, with a mean of 1.9803 and an SD of .66582, showing generally high motivation with moderate variability among participants.

Statement Q14 had a response range from 1.00 to 5.00, with a mean of 1.9276 and an SD of .56501, showing generally high motivation with moderate variability among participants.

Statement Q15 had a response range from 1.00 to 5.00, with a mean of 1.8618 and an SD of .54041, showing generally high motivation with moderate variability among participants.

Statement Q16 had a response range from 1.00 to 5.00, with a mean of 1.9803 and an SD of .61408, showing generally high motivation with moderate variability among participants.

Statement Q17 had a response range from 1.00 to 5.00, with a mean of 1.9474 and an SD of .59567, showing generally high motivation with moderate variability among participants.

Statement Q18 had a response range from 1.00 to 3.00, with a mean of 1.8882 and an SD of .43898, showing generally high motivation with moderate variability among participants.

Statement Q19 had a response range from 1.00 to 5.00, with a mean of 1.9342 and an SD of .52325, showing generally high motivation with moderate variability among participants.

Statement Q20 had a response range from 1.00 to 5.00, with a mean of 2.0132 and an SD of .55178, showing generally high motivation with moderate variability among participants.

4.4. Reading Comprehension

Table 4.4. Descriptive Statistics of Reading Comprehension

Statements	N	Min	Max	M	SD
Q21	152	1.00	3.00	1.8487	.39466
Q22	152	1.00	4.00	1.8618	.41574
Q23	152	4.00	5.00	4.3750	.48572
Q24	152	1.00	5.00	1.8750	.47886
Q25	152	1.00	5.00	4.0658	.76054
Q26	152	1.00	5.00	2.1579	.73786
Q27	152	1.00	3.00	1.9539	.38753
Sum of Indicators	152	1.57	3.71	2.5912	.28762

Note: See Questionnaire in Appendix for the detailed statements of Q21 to Q27.

Table 4.4. presents the descriptive statistics of English Reading Comprehension among the 152 participants, focusing on the mean, standard deviation (SD), and the range of responses (minimum and maximum) for each statement related to English Reading Comprehension.

Statement Q21 had a response range from 1.00 to 3.00, with a mean of 1.8487 and an SD of .39446, showing generally high motivation with moderate variability among participants.

Statement Q22 had a response range from 1.00 to 4.00, with a mean of 1.8618 and an SD of .41574, showing generally high motivation with moderate variability among participants.

Statement Q23 had a response range from 1.00 to 5.00, with a mean of 1.8618 and an SD of .41574, showing generally high motivation with moderate variability among participants.

Statement Q24 had a response range from 1.00 to 5.00, with a mean of 1.8750 and an SD of .47886, showing generally high motivation with moderate variability among participants.

Statement Q25 had a response range from 1.00 to 5.00, with a mean of 4.0658 and an SD of .76054, showing generally high motivation with moderate variability among participants.

Statement Q26 had a response range from 1.00 to 5.00, with a mean of 2.1579 and an SD of .73786, showing generally high motivation with moderate variability among participants.

Statement Q27 had a response range from 1.00 to 3.00, with a mean of 1.9539 and an SD of .38753, showing generally high motivation with moderate variability among participants.

Overall, these detailed analyses provide a comprehensive understanding of each variable from Q1 to Q27, highlighting their characteristics, sample sizes, data ranges, mean values, and standard deviations. By examining these aspects, we can gain valuable insights into respondents' ratings and the variability present in the dataset.

4.5. Group Statistics

Table 4.5. Group Statistics

Variables	Sex	N	Mean	SD	SD. Error Mean
Intrinsic Motivation	Male	51	1.8000	.34000	.04761
	Female	101	1.9208	.44974	.04475
Extrinsic Motivation	Male	51	1.8392	.28850	.04040
	Female	101	1.9762	.40004	.03981
Reading Comprehension	Male	51	2.5602	.15345	.02149
	Female	101	2.6068	.33528	.03336

The table presents the group statistics for three variables Intrinsic Motivation, Extrinsic Male and female differences in motivation and reading comprehension.

Men have a mean score of 1.8000 for intrinsic motivation and a standard deviation of 0.34000, whereas women score slightly higher at 1.9208 and have a bigger standard deviation of 0.44974. This suggests that while there is greater variance in the scores of girls than males, on average, they are also slightly more intrinsically motivated. There is good precision in the mean estimations, as evidenced by the similar standard errors for the two groups.

Males score 1.8392 on the extrinsic motivation scale, with a standard deviation of 0.28850, while girls score 1.9762 on the same scale, with a larger standard deviation of 0.40004. Despite

having more disparate scores, this indicates that women are more extrinsically motivated than men.

Last but not least, men's reading comprehension scores are closely clustered around the average, with a mean score of 2.5602 and a low standard deviation of 0.15345. In contrast, the standard deviation of 0.33528 indicates that the mean score of 2.6068 for females is higher, but they also exhibit greater variability. Although there is a little bit more fluctuation in the results, women outperform men in all three categories with higher average scores.

4.6. Independent Samples Test

Table 4.6. Independent Samples Test

Variables		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std.Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Intrinsic Motivation	Equal variances assumed	2.000	.159	-1.689	150	.093	-.12079	.07153	-.26212	.02054
	Equal variances not assumed			-1.849	127.584	.067	-.12079	.06534	-.25008	.00850
Extrinsic Motivation	Equal variances assumed	.761	.384	-2.176	150	.031	-.13702	.06298	-.26147	-.01257
	Equal variances not assumed			-2.416	132.004	.017	-.13702	.05671	-.24921	-.02484
Reading Comprehension	Equal variances assumed	12.550	.001	-.942	150	.348	-.04657	.04943	-.14423	.05110
	Equal variances not assumed			-1.173	148.920	.242	-.04657	.03968	-.12498	.03185

Results from the t-test for equality of means and Levene's test for equality of variances are shown in the table for three variables: reading comprehension, extrinsic motivation, and intrinsic motivation.

Levene's test for intrinsic motivation reveals that there is no statistically significant difference in variances between males and girls ($p = 0.159$). The t-test for equality of means, with a p-value of 0.093 under the assumption of equal variances and 0.067 under the assumption of unequal variances, shows no statistically significant difference between males and girls.

Levene's test reveals no statistically significant variation in variances for Extrinsic Motivation ($p = 0.384$). However, the t-test reveals a statistically significant difference between the genders, with a p-value of 0.017 in the absence of equal variances and 0.031 in the presence of them. This shows that when it comes to extrinsic incentive, women score higher than men.

Levene's test shows a substantial difference in variances between boys and females in the Reading Comprehension example ($p = 0.001$). Despite this, the t-test yields p-values of 0.242 (equal variances not assumed) and 0.348 (equal variances assumed), indicating no statistically significant difference in the means. Therefore, there is no discernible difference in reading comprehension scores between boys and females, despite differences in variances.

4.7. Independent Samples Effect Sizes

Table 4.7. Independent Samples Effect Sizes

				95% Confidence Interval	
		Standardizer	Point Estimate	Lower	Upper
Intrinsic Motivation	Cohen's d	.41638	-.290	-.628	.049
	Hedges' correction	.41848	-.289	-.625	.048
	Glass's delta	.44974	-.269	-.607	.071
Extrinsic	Cohen's d	.36665	-.374	-.712	-.034
Motivation	Hedges' correction	.36849	-.372	-.709	-.034

	Glass's delta	.40004	-.343	-.682	-.002
Reading	Cohen's d	.28773	-.162	-.499	.176
	Hedges' correction	.28918	-.161	-.496	.175
Comprehension	Glass's delta	.33528	-.139	-.476	.199

The table presents effect size estimates (Cohen's d, Hedges' correction, and Glass's delta) along with their 95% confidence intervals for the differences between males and females in three variables: Intrinsic Motivation, Extrinsic Motivation, and Reading Comprehension.

For Intrinsic Motivation, Cohen's d is 0.416, indicating a small to moderate difference favoring females, but the 95% confidence interval (ranging from -0.290 to 0.628) includes zero, suggesting that this difference is not statistically significant. Similar results are shown by Hedges' correction (0.418) and Glass's delta (0.450), both with confidence intervals that also include zero.

For Extrinsic Motivation, Cohen's d is 0.367, indicating a small effect size, with a confidence interval of -0.374 to -0.712, which does not include zero. This suggests that females have significantly higher extrinsic motivation than males. Hedges' correction and Glass's delta show similar values, with effect sizes of 0.368 and 0.400, respectively, and confidence intervals that also do not include zero, further supporting the statistical significance of this difference.

In terms of Reading Comprehension, Cohen's d is 0.288, indicating a small effect size favoring females. However, the confidence interval (-0.162 to 0.499) includes zero, indicating that the difference is not statistically significant. Hedges' correction (0.289) and Glass's delta (0.335) show similar small effect sizes, with confidence intervals that also include zero. In summary, while the effect sizes suggest that females tend to score higher across all three variables, only the difference in extrinsic motivation appears to be statistically significant.

4.8. One Way ANOVA of students' age group

Table 4.8. One Way ANOVA of students' age group

		Sum of				
Variables		Squares	df	Mean Square	F	Sig.
Intrinsic Motivation	Between Groups	.005	1	.005	.030	.864
	Within Groups	26.496	150	.177		
	Total	26.501	151			
Extrinsic Motivation	Between Groups	.004	1	.004	.030	.864
	Within Groups	20.797	150	.139		
	Total	20.801	151			
Reading Comprehension	Between Groups	.191	1	.191	2.323	.130
	Within Groups	12.301	150	.082		
	Total	12.492	151			

The table displays the findings of a one-way ANOVA analysis that looked at the correlation between the age groups of the students and the three components of reading motivation in English: reading comprehension, extrinsic motivation, and intrinsic motivation. Important statistical metrics including the mean square, degrees of freedom, sum of squares, F-values, and significance (p-values) are included in the study.

At a significance level of 0.864, the F-value for intrinsic motivation was found to be 0.030. The study finds no statistically significant difference in intrinsic motivation between the various age groups because the p-value is higher than the traditional cutoff point of 0.05. This implies that age has little bearing on students' intrinsic motivation to read for pleasure and personal interest.

The F-value for Extrinsic Motivation is likewise 0.030, and the p-value is 0.864. This suggests that there are no statistically significant variations in extrinsic motivation between age groups. As a result, regardless of age, the outside variables that affect pupils' incentive to read, such prizes or praise, seem to remain very constant.

In conclusion, an examination of reading comprehension produced a p-value of 0.130 and an F-value of 2.323. The p-value stays above 0.05 even if the F-value is somewhat greater than it was for the prior assessments, suggesting that there is no statistically significant difference in reading comprehension across children in different age groups. This result implies that age has little bearing on pupils' comprehension and interpretation of texts.

In summary, the one-way ANOVA results show that, when it comes to students' intrinsic drive, extrinsic motivation, or reading comprehension in the context of English reading, their age groups do not statistically significantly affect any of these factors. This demonstrates how these parameters are often consistent across age groups.

4.5. Chapter Summary

The study involved 152 participants, mainly females aged 19-25, showing that students had low motivation in reading comprehension but between males and females, females had significantly higher extrinsic motivation than males, while both genders had similar levels of intrinsic motivation and reading comprehension. No significant differences in motivation or reading comprehension were found across age groups, indicating that age does not impact these factors in English reading motivation

CHAPTER FIVE

DISCUSSION

A summary of the research on the effect of motivation on reading comprehension among Cambodian university students studying English is given in this chapter. It emphasizes how crucial internal and extrinsic motivational elements are for improving reading abilities. The chapter addresses knowledge gaps in the area of motivation in the context of higher education in Cambodia by contrasting recent findings with earlier research.

5.1. Summary of the Findings

Several factors can significantly influence students' reading comprehension. Among these, intrinsic motivation plays a crucial role, as students who find joy in reading are more likely to engage deeply with texts. Extrinsic factors, such as teacher encouragement, parental support, and a stimulating classroom environment, also enhance motivation. Additionally, goal-setting and the relevance of reading material to students' interests or real-life experiences contribute to their motivation levels. Social influences, including peer discussions and collaborative learning opportunities, further encourage students to enhance their reading comprehension skills.

Motivational factors enhance reading comprehension by fostering a positive attitude toward reading and increasing engagement with texts. Students that are genuinely motivated read more often and experiment with different genres, which increases their vocabulary and improves their understanding. Extrinsic motivators, such as recognition and rewards, can create a competitive and supportive learning environment that encourages students to strive for better understanding. Furthermore, relevant reading materials that connect to students' lives help them relate to the content, making it easier to grasp complex ideas and improving overall comprehension.

Comparing motivation and reading comprehension across age groups, the investigation showed no discernible variations. This research implies that students' motivation levels and their comprehension of English-language reading materials are not significantly impacted by their age. In other words, students of different ages exhibit similar patterns of motivation and comprehension, indicating that factors other than age may be more influential in shaping these aspects of English reading.

The study found no significant differences among students' age groups concerning their motivation or reading comprehension. This indicates that variations in age do not substantially affect these factors, suggesting that students, regardless of their age, tend to demonstrate similar levels of motivation and comprehension when engaging with reading materials. As a result, age does not appear to be a determining factor in influencing students' reading experiences and outcomes.

The study highlights key factors influencing students' reading comprehension, including intrinsic motivation, extrinsic support, goal-setting, and relevant materials. It found no significant differences in motivation or comprehension across age groups, indicating that age does not impact these aspects. Overall, students of different ages exhibit similar motivation and comprehension levels when engaging with reading materials.

5.2. Comparison of Current Findings with the Previous Studies

5.2.1. Motivation in Reading

Previous research supports the notion that motivated learners typically perform better in reading comprehension. Research such as that conducted by McGeown et al. (2012) shows that intrinsic motivation plays a vital role in reading development.

The results indicate that children's reading abilities and intrinsic motivation for reading are positively correlated. This is consistent with the idea that children who enjoy reading are more engaged and are more likely to become proficient readers.

According to Schaffner et al. (2013), extrinsic incentive may not always be a good thing when it comes to reading skills because it might have detrimental impacts on comprehension. This stands in contrast to the findings of the current study, which show that extrinsic motivation positively correlates with proficient reading.

It emphasizes that whereas extrinsic motivation is strongly correlated with reading skills in good readers, it is not correlated with reading skills in bad readers. This implies that extrinsic factors may have a selective impact depending on the reading ability of the child.

In summary, while both the current study and previous research acknowledge the importance of intrinsic motivation in enhancing reading skills, they differ in their conclusions about the role of extrinsic motivation. The current study provides a more integrated view, suggesting that extrinsic motivation can be beneficial in certain contexts, especially for proficient readers, while previous studies highlight potential negative effects. This comparison underscores the necessity of a nuanced understanding of motivation in reading comprehension research.

5.2.2. Implications of Motivation and Reading

The findings suggest that while intrinsic motivation is essential for developing a love for reading, reliance on extrinsic motivators may not yield the desired results in reading achievement. The conclusion highlights the necessity of carefully considering how to incorporate motivational strategies in early education to ensure that intrinsic motivation is prioritized to avoid the pitfalls associated with extrinsic rewards (Houghton, 2015).

It underscores the importance of fostering both intrinsic and extrinsic motivations to create a supportive learning environment that promotes reading comprehension. Educators are encouraged to implement strategies that nurture intrinsic motivation while also leveraging supportive extrinsic factors like parental involvement and social interactions.

In summary, the current study emphasizes a comprehensive approach to both intrinsic and extrinsic motivations in reading comprehension, while Houghton (2015) focuses more on the negative impacts of extrinsic motivation on young readers. The methodological differences,

populations studied, and outcomes provide distinct insights into how motivation influences reading skills, underscoring the need for tailored strategies in educational settings.

5.2.3. Students' Age

The study's conclusions suggest that specific motivational strategies should be employed for younger students. Teachers working with first graders should prioritize intrinsic motivation techniques—like goal-setting and engaging content—over external rewards to cultivate a lifelong love for reading.

The study includes a broad spectrum of students across various ages, suggesting that motivation's impact on reading comprehension is consistent regardless of age. This generalizability indicates that intrinsic and extrinsic motivations can be effective at any learning stage, highlighting the importance of fostering a love for reading from an early age and maintaining it throughout educational development.

5.3. Detailed Explanation of the Current Findings

The participants' English reading comprehension shows that they are motivated, but the assertions vary. Participants exhibit a moderate range of responses to the majority of the statements, which indicates a consistent level of motivation. However, one statement is particularly noteworthy due to the significantly higher levels of agreement or involvement in comparison to the others. This suggests that, despite the fact that participants' motivation to improve their reading comprehension is generally high, certain aspects may be more prominent or necessitate additional attention. The diversity of responses reveals diverse perspectives on the numerous aspects of English reading comprehension, highlighting areas where experiences and viewpoints diverge. All in all, this method provides a sophisticated understanding of the attitudes and engagement of participants in the process of English reading comprehension.

5.4. Gaps in Knowledge Completion

The research gap in this study highlights the lack of investigations into how motivation influences English reading comprehension at the university level in Cambodia. While

numerous studies have examined the relationship between motivation and reading comprehension in elementary and secondary education, research focusing on higher education students in Cambodia is scarce. This gap is crucial as it limits understanding of how motivational factors specifically affect Cambodian university students' English reading skills. Given the growing emphasis on English proficiency in higher education, this study aims to fill this void by exploring the impact of motivational factors on university students' English reading comprehension through a survey questionnaire, providing valuable insights for educational improvements in Cambodia.

5.4. Chapter Summary

This chapter examines the impact of motivation on reading comprehension among Cambodian university students, highlighting the importance of intrinsic motivation and supportive extrinsic factors. It finds no significant differences in motivation or comprehension across age groups, indicating consistency. And students at the National University of Cheasim Kamchaymear had low motivation in reading. The chapter compares its findings with previous research and identifies a critical gap in understanding motivation in higher education, stressing the need for tailored strategies to enhance reading outcomes.

CHAPTER SIX

CONCLUSION AND RECOMMENDATION

The study's conclusions about reading comprehension and motivation among Cambodian pupils are summed up in this chapter. It addresses the extrinsic and internal variables that drive students to interact with reading materials and emphasizes the significance of reading comprehension as a critical ability for academic success. The chapter also addresses participant diversity issues and makes recommendations for future research avenues. In conclusion, it provides actionable advice on how educational authorities, institutions, and students can foster a reading culture that boosts motivation and academic performance.

6.1. Conclusion

In conclusion, this study highlights the crucial role of motivation in enhancing reading comprehension among students, regardless of gender or age. Both intrinsic motivations, driven by personal interest, and extrinsic motivators, such as teacher support, contribute significantly to students' engagement with reading materials. Importantly, the findings show no significant differences in motivation or reading comprehension based on gender or age. Therefore, efforts should focus on fostering motivation through engaging reading materials and supportive learning environments, ultimately improving students' reading outcomes and academic success.

6.2. Limitation of the Current Study

The study has limitations due to a lack of participant diversity, which may affect how the findings apply to all students. If the sample size is small or made up of similar individuals, the insights may not accurately reflect the broader student population. This limits the ability to make strong conclusions about how motivation impacts reading comprehension across different groups, such as age, gender, or education level. Additionally, the specific traits of the participants could influence the results, leading to potential biases. Future research should

include a more diverse group of participants to make the findings more reliable and applicable to all students.

6.3. Future Studies

Future studies on reading motivation and reading comprehension should conduct targeted, context-specific studies that incorporate qualitative and quantitative methods. This should include surveys and interviews with students to gather comprehensive insights into their motivational factors, alongside the implementation of motivational workshops that promote engagement and relevance in learning. By focusing on the unique cultural and educational contexts of Cambodian students, this approach will not only provide valuable data but also foster a supportive learning environment that enhances their motivation and reading comprehension in English.

6.4. Recommendation

The MoEYS should implement national reading programs designed to encourage a culture of reading among students. These programs can include fun reading challenges, competitions, and events like reading festivals to engage students. By providing incentives and recognition for reading achievements, the ministry can motivate students to read more and develop a lifelong love for literature.

To enhance reading engagement among university students, the Ministry of Education should initiate a national reading promotion campaign that includes events such as reading weeks, author visits, and book fairs to encourage student participation and foster a culture of literature. Additionally, allocating dedicated funding for university libraries will enable them to acquire a diverse range of reading materials, including contemporary works and e-resources, ensuring that students have access to quality texts. The Ministry should advocate for the integration of diverse reading materials into university curricula across disciplines, promoting interdisciplinary courses that explore themes through various literary and academic texts.

Professional development opportunities for educators are also essential; the Ministry can offer training programs that enhance teaching strategies related to reading engagement, including workshops on innovative assignments and discussion facilitation. Furthermore, creating partnerships with universities to develop joint reading initiatives, such as inter-university reading competitions, will strengthen the commitment to literacy. Establishing recognition programs for students and educators who excel in promoting reading will provide additional motivation, as will support for student-led initiatives like book clubs and community outreach programs.

Schools should create welcoming and comfortable reading areas that encourage students to explore books. This could include cozy corners with bean bags, shelves filled with a variety of books, and even themed decorations that relate to popular literature. Additionally, schools can organize reading clubs or after-school reading sessions where students can share their favorite books, discuss stories, and inspire each other to read more.

To enhance reading engagement among university students, institutions should develop engaging reading programs that include activities such as book clubs, reading challenges, and literary events. These initiatives can create a dynamic environment where students feel motivated to explore a variety of genres and authors, fostering a deeper connection to reading beyond their academic requirements. By encouraging participation in these programs, universities can help students discover the joy of reading and its benefits, such as improved critical thinking and enhanced communication skills.

Additionally, offering incentives and recognition for reading achievements can significantly motivate students. Scholarships, certificates, or public acknowledgment for participating in reading activities can encourage students to make reading a regular part of their lives. Creating a culture that values literature through guest lectures, author visits, and discussion panels can further enhance students' appreciation for reading. By fostering an environment that celebrates

literature, universities can help students cultivate a lifelong love for reading that complements their academic journey.

Students should be encouraged to set personal reading goals that are achievable and meaningful to them. This could involve deciding how many books to read each month or exploring different genres to expand their reading experience. By tracking their progress and celebrating milestones, students can see how much they improve over time, which boosts their motivation and confidence in their reading abilities. This self-directed approach fosters a sense of ownership over their learning and helps them develop a positive attitude toward reading.

Consider keeping a reading journal to jot down your thoughts, favorite quotes, and reflections on the material, which will deepen your engagement and improve comprehension. Challenge yourself to explore a wide range of reading materials, including non-fiction, poetry, and international authors, broadening your understanding of different cultures and ideas. Leverage university resources, such as the library and writing center, to access various reading materials and support for your academic reading endeavors. Engage in discussions with professors and classmates about the readings to gain different perspectives, and consider incorporating technology, such as e-readers or reading apps, that allow for note-taking and highlighting. Lastly, connect your readings to real-life experiences or current events to make the material more relevant and interesting. By implementing these strategies, you can cultivate a richer reading experience that enhances comprehension skills and fosters a lifelong love for literature. Moreover, make reading a regular part of your routine by dedicating specific times each week to immerse yourself in books or articles that interest you. To deepen your engagement, consider keeping a reading journal to jot down your thoughts, reflections, and favorite quotes. This practice can help you connect more deeply with the material and improve your comprehension skills. Finally, take advantage of university resources such as the library or writing center, where you can access a wide range of reading materials and receive support in your academic reading endeavors.

6.5. Chapter Summary

This chapter summarizes the study's findings on motivation and reading comprehension among Cambodian students. It emphasizes the importance of both intrinsic and extrinsic motivation, revealing no significant differences based on gender or age. Limitations regarding participant diversity are acknowledged, highlighting the need for broader research. Recommendations for the Ministry of Education, schools, and students are provided to enhance reading motivation and comprehension through supportive environments and personal goal-setting.

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APPENDIX

កម្រងសំណួរស្រាវជ្រាវថ្នាក់បរិញ្ញាបត្រជាន់ខ្ពស់

នេះជាការសិក្សាលើការលើកទឹកចិត្តការអានដើម្បីលើកកម្ពស់ការយល់ដឹងការអានរបស់និស្សិតករណីសិក្សារបស់និស្សិតថ្នាក់បរិញ្ញាបត្រនៃសាកលវិទ្យាល័យជាតិជាស៊ីមកំចាយមារ។

ការសិក្សានេះគឺជាតម្រូវការសម្រាប់សញ្ញាបត្រអនុបណ្ឌិតនៅសាកលវិទ្យាល័យជាតិជាស៊ីមកំចាយមារហើយការសិក្សានេះមានគោលបំណងពិនិត្យមើលនិស្សិតថ្នាក់បរិញ្ញាបត្ររបស់និស្សិតកម្ពុជាទាក់ទងនឹងការយល់ដឹងក្នុងការអានរបស់ពួកគេ។ អ្នកស្រាវជ្រាវឱ្យតម្លៃលើការបញ្ចូលរបស់អ្នកចំពោះការសិក្សា។ កម្រងសំណួរមានបួនផ្នែកដូចបង្ហាញខាងក្រោម ហើយវានឹងចំណាយពេលត្រឹមតែ ៣០ នាទីប៉ុណ្ណោះដើម្បីជ្រើសរើសជម្រើសរបស់អ្នក។

សូមប្រាកដថាការឆ្លើយតបរបស់អ្នកគឺជាទំនុកចិត្តដ៏តឹងរឹងបំផុតហើយនឹងត្រូវបានប្រើនៅក្នុងការសិក្សានេះតែប៉ុណ្ណោះ។ ទាក់ទងនឹងឯកជនភាពរបស់អ្នក អ្នកមិនតម្រូវឱ្យបំពេញឈ្មោះរបស់អ្នកទេ។

ផ្នែក I. ព័ត៌មានប្រជាសាស្ត្រ

1. សូមជ្រើសរើសភេទ

1. ☐ ប្រុស

2. ☐ ស្រី

2. សូមជ្រើសរើសអាយុ

1. ☐ 19-25

2. ☐ 26-30

3. ☐ 31-ឡើងទៅ

3. សូមជ្រើសរើសឆ្នាំសិក្សារបស់អ្នក

1. ☐ ឆ្នាំទី 1

2. ☐ ឆ្នាំទី 2

3. ☐ ឆ្នាំទី 3

4. ☐ ឆ្នាំទី 4

4. សូមជ្រើសរើសបទពិសោធន៍ធ្វើការរបស់អ្នក

1. ☐ 1-3 ឆ្នាំ

2. ☐ 4-6 ឆ្នាំ

3. ☐ 7-ឡើងទៅ

5. សូមជ្រើសរើសពេលវេលារបស់អ្នក

1. ☐ ពេលថ្ងៃ

2. ☐ ពេលយប់

3. ☐ ចុងសប្តាហ៍

សូមកត់សម្គាល់ថាផ្នែកទី II អ្នកតម្រូវឱ្យជ្រើសរើសនូវលេខដែលសមរម្យបំផុតដោយគូសគ្រឹសនៅក្រោមជម្រើសតែ

មួយគត់: 1 2,3, ឬ 4។ មាត្រដ្ឋានវាយតម្លៃគឺ 1. យល់ស្របខ្លាំង 2. យល់ស្រប 3. មិនសម្រេចចិត្ត 4. មិនយល់ស្រប 5.

មិនយល់ស្របយ៉ាងខ្លាំង

ផ្នែកទី II. ការលើកទឹកចិត្តខាងក្នុង	1	2	3	4	5
1. ខ្ញុំចូលចិត្តការអាននៅពេលដែលសំណួរនៅក្នុងសៀវភៅធ្វើឱ្យខ្ញុំគិត។					
2. ខ្ញុំចូលចិត្តជាមនុស្សតែម្នាក់គត់ដែលដឹងចម្លើយនៅក្នុងអ្វីមួយដែលយើងអាន។					
3. ខ្ញុំអានដើម្បីរៀនព័ត៌មានថ្មីអំពីប្រធានបទដែលខ្ញុំចាប់អារម្មណ៍។					
4. ខ្ញុំចូលចិត្តអានរឿងថ្មីៗ។					

5. ខ្ញុំចូលចិត្តអានសៀវភៅជាងគេ។					
6. វាមានសារៈសំខាន់សម្រាប់ខ្ញុំក្នុងការឃើញឈ្មោះរបស់ខ្ញុំនៅក្នុងបញ្ជីអ្នកអានដ៏ល្អ។					
7. ខ្ញុំមានអារម្មណ៍ថាខ្ញុំធ្វើមិត្តជាមួយមនុស្សក្នុងសៀវភៅល្អៗ។					
8. ខ្ញុំចូលចិត្តសៀវភៅរឿង ឬរឿងប្រឌិតដែលវែងឆ្ងាយ។					
9. ខ្ញុំចូលចិត្តប្រាប់គ្រួសាររបស់ខ្ញុំអំពីអ្វីដែលខ្ញុំកំពុងអាន។					
10. ខ្ញុំចូលចិត្តអានសៀវភៅអំពីមនុស្សដែលរស់នៅក្នុងប្រទេសផ្សេងៗ។					
ផ្នែកទី III ការលើកទឹកចិត្តខាងក្រៅ	1	2	3	4	5
1. ចំណាត់ថ្នាក់គឺជាវិធីដ៏ល្អមួយដើម្បីមើលពីរបៀបដែលខ្ញុំកំពុងធ្វើនៅក្នុងការអាន។					
2. បើប្រៀបធៀបទៅនឹងសកម្មភាពផ្សេងទៀតដែលខ្ញុំធ្វើ វាមានសារៈសំខាន់ខ្លាំងណាស់សម្រាប់ខ្ញុំក្នុងការអានឱ្យបានល្អ។					
3. ខ្ញុំជាអ្នកអានដ៏ល្អម្នាក់។					
4. ខ្ញុំជួយមិត្តរបស់ខ្ញុំជាមួយកិច្ចការសាលារបស់ពួកគេក្នុងការអាន។					
5. ខ្ញុំរៀនបន្ថែមពីការអានសិស្សភាគច្រើននៅក្នុងថ្នាក់របស់ខ្ញុំ។					
6. បើប្រៀបធៀបទៅនឹងមុខវិជ្ជាសាលាផ្សេងទៀតរបស់ខ្ញុំ ខ្ញុំពូកែអាន។					
7. ខ្ញុំចូលចិត្តស្តាប់គ្រូនិយាយថាខ្ញុំអានបានល្អ។					
8. ការបញ្ចប់រាល់កិច្ចការអានគឺសំខាន់ណាស់សម្រាប់ខ្ញុំ។					
9. ខ្ញុំសម្រេចចិត្តខិតខំអានឱ្យបានល្អជាងមិត្តភក្តិ។					
10. ខ្ញុំបានអានរឿងផ្សេងៗជាច្រើន។					
ផ្នែកទី IV ការអានការយល់ដឹង	1	2	3	4	5
1. ការជ្រើសរើសការអានបង្កើនការយល់ដឹង និងការយល់ដឹងរបស់ខ្ញុំ។					
2. ការអានផ្ទាល់មាត់ជួយខ្ញុំច្រើនក្នុងការធ្វើឱ្យប្រសើរឡើងនូវបញ្ញាកាស។					
3. ការអានដោយយកចិត្តទុកដាក់មិនជួយខ្ញុំក្នុងការបង្កើនសមត្ថភាពអាន និងការអានការយល់ដឹងរបស់ពួកគេនោះទេ។					
4. ការលើកទឹកចិត្តរបស់គ្រូមានឥទ្ធិពលយ៉ាងខ្លាំងក្នុងការចាប់អារម្មណ៍លើការអានរបស់ខ្ញុំ។					
5. ការណែនាំពីមាតាបិតា និងការអានមេរៀននៅផ្ទះមិនរួមចំណែកក្នុងការបង្កើនការយល់ដឹងរបស់ខ្ញុំ និងការវិភាគការជ្រើសរើសការអាននោះទេ។					
6. កង្វះសម្ភារៈអាន និងសៀវភៅសិក្សានៅសាលារដ្ឋ ប៉ះពាល់ដល់ជំនាញអានរបស់ខ្ញុំ។					
7. ជំនួយការបង្រៀន ការមើលឃើញ ឬសូរសព្ទជួយសិស្សឱ្យទប់ទល់ និងយល់ពីការជ្រើសរើសការអាន។					

សូមអគុណដល់ការសហការណ៍របស់អ្នក!

A Master Degree's Questionnaire for Data Collection

This is a study on reading motivation to promote students' reading comprehension: A case study of undergraduate students at the National University of Cheasim Kamchaymear. This study is the requirement for a master degree at the National University of Cheasim Kamchaymear, and the study aims to examine Cambodian students' undergraduate students concerning their reading comprehension. The researcher values your input to the study. The questionnaire contains four parts as shown below, and it will take you only around 30 minutes to pick up your choices. Please be assured that your responses are the strictest confidence, and will be used in this study only. Concerning your privacy, you are not required to fill in your name.

Please be aware that your honesty is the only best way to contribute to educational development in your country and solve existing problems. Thus, please think critically before choosing each choice.

Part I. Demographic Information

1. Please choose your gender

1. ☐ Male 2. ☐ Female

2. Please choose your age range

1. ☐ 19-25 2. ☐ 26-30 3. ☐ 31-Over

3. Please choose your academic year

1. ☐ Year 1 2. ☐ Year 2 3. ☐ Year 3 4. ☐ Year 4

4. Please choose your work-related experience

1. ☐ 1-3 years 2. ☐ 4-6 years 3. ☐ 7-over

5. Please choose your studying time

1. ☐ Day Time 2. ☐ Night Time 3. ☐ Weekend

Please note that part II, you are required to choose the most appropriate numbers by ticking under only one choice: 1 2,3, or 4. The rating scales are 1. Strongly agree, 2. Agree, 3. Not decided, 4. disagree, 5. Strongly disagree

Part II. Intrinsic Motivation	1	2	3	4	5
1. I like reading when the questions in books make me think.					
2. I like being the only one who knows an answer in something we read.					
3. I read to learn new information about topics the interest me.					
4. I like to read new things.					
5. I like being the best at reading.					
6. It is important for me to see my name on a list of good readers.					
7. I feel like I make friends with people in good books.					
8. I enjoy a long, involved story or fiction book.					
9. I like to tell my family about what I am reading.					
10. I enjoy reading books about people living in different countries.					
Part III. Extrinsic Motivation	1	2	3	4	5
1. Grades are a good way to see how I'm doing in reading.					
2. In comparison to other activities I do, it is very important for me to be good at reading.					
3. I am a good reader.					
4. I help my friends with their schoolwork in reading.					
5. I learn more from reading the most students in my class.					
6. In comparison to my other school subjects, I am best at reading.					
7. I like hearing the teacher say I read well.					
8. Finishing every reading assignment is very important to me.					
9. I am willing to work hard to read better than my friends.					
10. I read a lot of adventure stories.					
Part IV. Reading Comprehension	1	2	3	4	5

1. Reading selections enhance my understanding and comprehension.					
2. Oral reading helps me a lot in improving linguistic intelligence.					
3. Attentive reading does not help me enhance their reading abilities and comprehension.					
4. The teacher's motivation has a great influence on my reading interest.					
5. Parental guidance and tutorial reading at home do not contribute in enhancing my understanding and analyzing reading selection.					
6. Lack of reading materials and textbooks in public schools affects my reading skills.					
7. Teaching aids, whether visual or auditory, help students cope with and comprehend the reading selection.					

Thank you for your cooperation!



ព្រះរាជាណាចក្រកម្ពុជា
KINGDOM OF CAMBODIA
ជាតិ សាសនា ព្រះមហាក្សត្រ
NATION RELIGION KING

សាកលវិទ្យាល័យជាតិជាស៊ីមកំចាយមារ
NATIONAL UNIVERSITY OF CHEASIM KAMCHAYMEAR

លេខ.....១៦៧.....សំណុំ

ថ្ងៃសុក្រ ១៣ រោច ខែអាសាឍ ឆ្នាំរោង ឆស័ក ព.ស. ២៥៦៨
 កំចាយមារ ថ្ងៃទី០២ ខែសីហា ឆ្នាំ ២០២៤

សាកលវិទ្យាធិការសាកលវិទ្យាល័យជាតិជាស៊ីមកំចាយមារ
ជម្រាបជូន

លោកប្រធានផ្នែកសិក្សាសាកលវិទ្យាល័យជាតិជាស៊ីមកំចាយមារ

កម្មវត្ថុ: សំណើសុំការអនុញ្ញាតឱ្យនិស្សិតឈ្មោះ **ឃាង ថាវី** ជានិស្សិតថ្នាក់បរិញ្ញាបត្រជាន់ខ្ពស់ ជំនាញ **អក្សរសាស្ត្រអង់គ្លេស** បានចុះសរសេរបាយការណ៍បញ្ចប់ការសិក្សានៅ សាកលវិទ្យាល័យ ជាតិជាស៊ីមកំចាយមារ ចាប់ពីថ្ងៃទី១៩ ខែសីហា ឆ្នាំ២០២៤ដល់ថ្ងៃទី២៣ ខែកញ្ញា ឆ្នាំ២០២៤។ សេចក្តីដូចបានចែងក្នុងកម្មវត្ថុខាងលើ ខ្ញុំសូមជម្រាបជូនលោកប្រធានមេត្តាជ្រាបថា៖ និស្សិតដូចមានឈ្មោះខាងលើ បានសិក្សាចប់ផ្នែកទ្រឹស្តីលើកម្មវិធីសិក្សា របស់សាលាថ្នាក់ក្រោយបរិញ្ញាបត្រ នៃសាកលវិទ្យាល័យជាតិជាស៊ីមកំចាយមារ ប្រកបដោយជោគជ័យ។ ប៉ុន្តែកម្មវិធីសិក្សាតម្រូវឱ្យនិស្សិតបន្ថែមធ្វើកម្មសិក្សាប្រតិបត្តិដើម្បីសិក្សាស្រាវជ្រាវ និងសរសេរបាយការណ៍លើប្រធានបទស្តីអំពី **"READING MOTIVATION TO PROMOTE STUDENTS' READING COMPREHENSION."** សម្រាប់បញ្ចប់ការសិក្សាតម្រឹមបរិញ្ញាបត្រជាន់ខ្ពស់ជំនាញ **អក្សរសាស្ត្រអង់គ្លេស**។

ខ្ញុំសូមបញ្ជាក់ថានិស្សិតដូចមានឈ្មោះខាងលើមាន :

- អត្តចារិក : ល្អ
- ការគោរពវិន័យរៀនសូត្រ : ល្អ
- កិរិយាមាយាទ : ល្អ
- ការសិក្សា : ល្អ

អាស្រ័យហេតុនេះ សូមលោកប្រធានមេត្តាអនុញ្ញាត និងជួយសម្រួលឱ្យនិស្សិតបន្ថែមបានធ្វើកម្មសិក្សាប្រតិបត្តិ និងសរសេរបាយការណ៍ តាមសំណើសុំខាងលើដោយក្តីអនុគ្រោះ ។
 សូមលោកប្រធានមេត្តាទទួលនូវការរាប់អានអំពីខ្ញុំ ។

សាកលវិទ្យាធិការ
សាកលវិទ្យាល័យជាតិជាស៊ីមកំចាយមារ

មាស ធឿន

ព្រះរាជាណាចក្រកម្ពុជា
ជាតិ សាសនា ព្រះមហាក្សត្រ

សូមគោរពជូន
សាស្ត្រាចារ្យជំនួយមេត្តបណ្ឌិត ម៉ែន ឌីណា

កម្មវត្ថុ ៖ សំណើសុំជាអ្នកជំនាញដើម្បីពិនិត្យ កែសម្រួល និងផ្តល់ភាពត្រឹមត្រូវលើកម្រងសំណួរ សិក្សាស្រាវជ្រាវនិក្ខេបបទថ្នាក់អនុបណ្ឌិត ។

យោងតាមកម្មវត្ថុខាងលើ ខ្ញុំមានកិត្តិយសសូមជម្រាបលោកសាស្ត្រាចារ្យជំនាញនិស្សិតឈ្មោះ **យាង ថាវី** ជាបេក្ខជនអនុបណ្ឌិតជំនាញបង្រៀនភាសាអង់គ្លេស (MA in TESOL) នៅសាកលវិទ្យាល័យជាតិ ជាស៊ីម កំបាយមារ សាលាខេត្តកំពង់ចាម បាននឹងកំពុងធ្វើការសិក្សាស្រាវជ្រាវលើប្រធានបទ “**ការលើកទឹកចិត្តការអានដើម្បីលើកកម្ពស់ការយល់ដឹងរបស់និស្សិត៖ករណីសិក្សារបស់និស្សិតថ្នាក់បរិញ្ញាបត្រនៃសាកលវិទ្យាល័យជាតិជាស៊ីម កំបាយមារ**” ។

ការសិក្សាស្រាវជ្រាវនេះ និស្សិតបានរៀបចំជាកម្រងសំណួរក្នុងគោលបំណងដើម្បីប្រមូលទិន្នន័យពាក់ព័ន្ធជាមួយសំណាកគោលដៅដែលជានិស្សិតនៅសាកលវិទ្យាល័យជាតិស៊ីមកំបាយមារខេត្តកំពង់ចាម ។ ប្រការនេះ ដើម្បីធានាបាននូវសង្គតិភាព ភាពប្រទាក់ក្រឡា និងភាពគ្រប់ជ្រុងជ្រោយនៃឧបករណ៍ស្រាវជ្រាវនេះ ខ្ញុំសូមគោរពស្នើសុំលោកសាស្ត្រាចារ្យជាអ្នកជំនាញក្នុងការផ្តល់ភាពត្រឹមត្រូវលើកម្រងសំណួរនេះ ។

អាស្រ័យដូចបានជម្រាបជូនខាងលើសូមលោកសាស្ត្រាចារ្យទទួលពិនិត្យ កែសម្រួល និងផ្តល់ភាពត្រឹមត្រូវលើកម្រងសំណួរសិក្សាស្រាវជ្រាវនេះដោយក្តីអនុគ្រោះ ។

សូមលោកសាស្ត្រាចារ្យមេត្តាទទួលនូវការគោរពរាប់អានដ៏ស្មោះអំពីខ្ញុំ ។

ថ្ងៃចន្ទ ៨កើត ខែស្រាពណ៍ ឆ្នាំរោង ឆស័ក ព.ស.២៥៦៨
រាជធានីភ្នំពេញ ថ្ងៃទី១២ ខែសីហា ឆ្នាំ២០២៤

ហត្ថលេខា

បណ្ឌិត ហ៊ុម សិរីរដ្ឋ
(សាស្ត្រាចារ្យជំនាញនិក្ខេបបទ)

ជូនភ្ជាប់៖ កម្រងសំណួរស្រាវជ្រាវ
លេខទំនាក់ទំនង៖ ០៩២៥៧១៩០២

ព្រះរាជាណាចក្រកម្ពុជា
ជាតិ សាសនា ព្រះមហាក្សត្រ

សូមគោរពជូន
មេត្តមណ្ឌិត ខាន់ សំគាស់

កម្មវត្ថុ ៖ សំណើសុំជាអ្នកជំនាញ ដើម្បីពិនិត្យ កែសម្រួល និងផ្តល់ភាពត្រឹមត្រូវលើកម្រងសំណួរ សិក្សាស្រាវជ្រាវនិក្ខេបបទថ្នាក់អនុបណ្ឌិត ។

យោងតាមកម្មវត្ថុខាងលើ ខ្ញុំមានកិត្តិយសសូមជម្រាបលោកសាស្ត្រាចារ្យជំនាញថា និស្សិតឈ្មោះ **យាង ថាវី** ជាបេក្ខជនអនុបណ្ឌិតជំនាញបង្រៀនភាសាអង់គ្លេស (MA in TESOL) នៅសាកលវិទ្យាល័យជាតិ ជាស៊ីម កំបាយមារ សាលាខេត្តកំពង់ចាម បាននឹងកំពុងធ្វើការសិក្សាស្រាវជ្រាវលើប្រធានបទ **"ការលើកទឹកចិត្តការអានដើម្បីលើកកម្ពស់ការយល់ដឹងរបស់និស្សិត៖ ករណីសិក្សារបស់និស្សិតថ្នាក់បរិញ្ញាបត្រនៃសាកលវិទ្យាល័យជាតិជាស៊ីម កំបាយមារ"** ។

ការសិក្សាស្រាវជ្រាវនេះ និស្សិតបានរៀបចំជាកម្រងសំណួរក្នុងគោលបំណងដើម្បីប្រមូលទិន្នន័យពាក់ព័ន្ធជាមួយសំណាកគោលដៅដែលជានិស្សិតនៅសាកលវិទ្យាល័យជាតិជាស៊ីមកំបាយមារខេត្តកំពង់ចាម ។ ប្រការនេះ ដើម្បីធានាបាននូវសង្គតិភាព ភាពប្រទាក់ក្រឡា និងភាពគ្រប់ជ្រុងជ្រោយនៃឧបករណ៍ស្រាវជ្រាវនេះ ខ្ញុំសូមគោរពស្នើសុំលោកសាស្ត្រាចារ្យជាអ្នកជំនាញក្នុងការផ្តល់ភាពត្រឹមត្រូវលើកម្រងសំណួរនេះ ។

អាស្រ័យដូចបានជម្រាបជូនខាងលើសូមលោកសាស្ត្រាចារ្យទទួលពិនិត្យ កែសម្រួល និងផ្តល់ភាពត្រឹមត្រូវលើកម្រងសំណួរសិក្សាស្រាវជ្រាវនេះដោយក្តីអនុគ្រោះ ។

សូមលោកសាស្ត្រាចារ្យមេត្តាទទួលនូវការគោរពរាប់អានដ៏ស្មោះអំពីខ្ញុំ ។

ថ្ងៃចន្ទ ៨កើត ខែស្រាពណ៍ ឆ្នាំរោង ឆស័ក ព.ស.២៥៦៨
រាជធានីភ្នំពេញ ថ្ងៃទី១២ ខែសីហា ឆ្នាំ២០២៤

ហត្ថលេខា

បណ្ឌិត អ៊ឹម សិរីរដ្ឋ
(សាស្ត្រាចារ្យជំនាញនិក្ខេបបទ)

ព្រះរាជាណាចក្រកម្ពុជា
ជាតិ សាសនា ព្រះមហាក្សត្រ

សូមគោរពជូន
លោកគ្រូឧត្តម នង់ នែល

កម្មវត្ថុ ៖ សំណើសុំជាអ្នកជំនាញ ដើម្បីពិនិត្យ កែសម្រួល និងផ្តល់ភាពត្រឹមត្រូវលើកម្រងសំណួរ សិក្សាស្រាវជ្រាវនិក្ខេបបទថ្នាក់អនុបណ្ឌិត ។

យោងតាមកម្មវត្ថុខាងលើ ខ្ញុំមានកិត្តិយសសូមជម្រាបលោកសាស្ត្រាចារ្យជំនាញថា និស្សិតឈ្មោះ **ហង ថាវី** ជាបេក្ខជនអនុបណ្ឌិតជំនាញបង្រៀនភាសាអង់គ្លេស (MA in TESOL) នៅសាកលវិទ្យាល័យជាតិ ជាស៊ីម កំបាយមារ សាលាខេត្តកំពង់ចាម បាននឹងកំពុងធ្វើការសិក្សាស្រាវជ្រាវលើប្រធានបទ **“ការលើកទឹកចិត្តការអានដើម្បីលើកកម្ពស់ការយល់ដឹងរបស់និស្សិត៖ករណីសិក្សារបស់និស្សិតថ្នាក់បរិញ្ញាបត្រនៃសាកលវិទ្យាល័យជាតិជាស៊ីម កំបាយមារ”** ។

ការសិក្សាស្រាវជ្រាវនេះ និស្សិតបានរៀបចំជាកម្រងសំណួរក្នុងគោលបំណងដើម្បីប្រមូលទិន្នន័យពាក់ព័ន្ធជាមួយសំណាកគោលដៅដែលជានិស្សិតនៅសាកលវិទ្យាល័យជាតិស៊ីមកំបាយមារខេត្តកំពង់ចាម ។ ប្រការនេះ ដើម្បីធានាបាននូវសង្គតិភាព ភាពប្រទាក់ក្រឡា និងភាពគ្រប់ជ្រុងជ្រោយនៃឧបករណ៍ស្រាវជ្រាវនេះ ខ្ញុំសូមគោរពស្នើសុំលោកសាស្ត្រាចារ្យជាអ្នកជំនាញក្នុងការផ្តល់ភាពត្រឹមត្រូវលើកម្រងសំណួរនេះ ។

អាស្រ័យដូចបានជម្រាបជូនខាងលើសូមលោកសាស្ត្រាចារ្យទទួលពិនិត្យ កែសម្រួល និងផ្តល់ភាពត្រឹមត្រូវលើកម្រងសំណួរសិក្សាស្រាវជ្រាវនេះដោយក្តីអនុគ្រោះ ។

សូមលោកសាស្ត្រាចារ្យមេត្តាទទួលនូវការគោរពរាប់អានដ៏ស្មោះអំពីខ្ញុំ ។

ថ្ងៃចន្ទ ៨កើត ខែស្រាពណ៍ ឆ្នាំរោង ឆស័ក ព.ស.២៥៦៨
រាជធានីភ្នំពេញ ថ្ងៃទី១២ ខែសីហា ឆ្នាំ២០២៤

ហត្ថលេខា



បណ្ឌិត ហ៊ុម ស៊ីរិដ្ឋ
(សាស្ត្រាចារ្យជំនាញនិក្ខេបបទ)

Index of Item-Objective Congruence (IOC) Form

Research Entitled:
Reading motivation to promote students' reading comprehension: A case study of undergraduate students at the National University of Cheasim Kamchaymear

Instruction: This IOC form seeks the expert's feedback on the degree of congruence between the research instrument questions, the research objectives of the study, and the definitions of the terms. The scoring system for IOC is as follows:

+1 = congruent with objectives and definition

0 = not clear at all

-1 = incongruent with objectives and definition

NOTE: For each item of the questionnaire, the study adopts a 5-point Likert scale (1 = Strongly disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly agree) to measure the effects of school principal's transformational leadership on teachers' self-efficacy and teachers' job performance, and the items are then translated into Khmer through translation and back translation because the target samples may not know English well.

- **Objectives of the Study**

1. To find out the factors of motivation that promote students' reading comprehension.
2. To find out the way that those factors of motivation promote students' reading comprehension.

- **Research Questions**

1. What are the factors that motivate students' reading comprehension?
2. How do those factors of motivation promote students' reading comprehension?

		Expert IOC Rating			
No.	Survey Statements	+1	0	-1	Remarks
Intrinsic motivation					
1	I like reading when the questions in books make me think.	√			
2	I like being the only one who knows the answer to something we read.	√			
3	I read to learn new information about topics that interest me.	√			
4	I like to read new things.	√			
5	I like being the best at reading.	√			
6	I need to see my name on a list of good readers.	√			
7	I feel like I make friends with people in good books.	√			
8	I enjoy a long, involved story or fiction book.	√			

9	I like to tell my family about what I am reading.	√			
10	I enjoy reading books about people living in different countries.	√			
Extrinsic motivation					
11	Grades are a good way to see how I'm doing in reading.	√			
12	Compared to other activities, it is very important for me to be good at reading.	√			
13	I am a good reader.	√			
14	I help my friends with their schoolwork in reading.	√			
15	I learn more from reading the most students in my class.	√			
16	In comparison to my other school subjects, I am best at reading.	√			
17	I like hearing the teacher say I read well.	√			
18	Finishing every reading assignment is very important to me.	√			
19	I am willing to work hard to read better than my friends.	√			
20	I read a lot of adventure stories.	√			
Reading comprehension					
21	Reading selections enhance my understanding and comprehension.	√			
22	Oral reading helps me a lot in improving my linguistic intelligence.	√			
23	Attentive reading does not help me enhance their reading abilities and comprehension.	√			
24	The teacher's motivation has a great influence on my reading interest.	√			
25	Parental guidance and tutorial reading at home do not contribute to enhancing my understanding and analyzing reading selection.	√			
26	The lack of reading materials and textbooks in public schools affects my reading skills.	√			
27	Teaching aids, whether visual or auditory, help students cope with and comprehend the reading selection.	√			

Expert's Name: **Asst. Prof. Dina Pen**

Signature: 

Index of Item-Objective Congruence (IOC) Form

Research Entitled:
Reading motivation to promote students' reading comprehension: A case study of undergraduate students at the National University of Cheasim Kamchaymear

Instruction: This IOC form seeks the expert's feedback on the degree of congruence between the research instrument questions, the research objectives of the study, and the definitions of the terms. The scoring system for IOC is as follows:

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- **Objectives of the Study**

1. To find out the factors of motivation that promote students' reading comprehension.
2. To find out the way that those factors of motivation promote students' reading comprehension.

- **Research Questions**

1. What are the factors that motivate students' reading comprehension?
2. How do those factors of motivation promote students' reading comprehension?

		Expert IOC Rating			
No.	Survey Statements	+1	0	-1	Remarks
Intrinsic motivation					
1	I like reading when the questions in books make me think.	√			
2	I like being the only one who knows the answer to something we read.	√			
3	I read to learn new information about topics that interest me.	√			
4	I like to read new things.	√			
5	I like being the best at reading.	√			
6	I need to see my name on a list of good readers.	√			
7	I feel like I make friends with people in good books.	√			
8	I enjoy a long, involved story or fiction book.	√			

9	I like to tell my family about what I am reading.	√			
10	I enjoy reading books about people living in different countries.	√			
Extrinsic motivation					
11	Grades are a good way to see how I'm doing in reading.	√			
12	Compared to other activities, it is very important for me to be good at reading.	√			
13	I am a good reader.	√			
14	I help my friends with their schoolwork in reading.	√			
15	I learn more from reading the most students in my class.	√			
16	In comparison to my other school subjects, I am best at reading.	√			
17	I like hearing the teacher say I read well.	√			
18	Finishing every reading assignment is very important to me.	√			
19	I am willing to work hard to read better than my friends.	√			
20	I read a lot of adventure stories.	√			
Reading comprehension					
21	Reading selections enhance my understanding and comprehension.	√			
22	Oral reading helps me a lot in improving my linguistic intelligence.	√			
23	Attentive reading does not help me enhance their reading abilities and comprehension.	√			
24	The teacher's motivation has a great influence on my reading interest.	√			
25	Parental guidance and tutorial reading at home do not contribute to enhancing my understanding and analyzing reading selection.	√			
26	The lack of reading materials and textbooks in public schools affects my reading skills.	√			
27	Teaching aids, whether visual or auditory, help students cope with and comprehend the reading selection.	√			

Expert's Name: **Somphors Khan**

Signature: 

Index of Item-Objective Congruence (IOC) Form

Research Entitled:
Reading motivation to promote students' reading comprehension: A case study of undergraduate students at the National University of Cheasim Kamchaymear

Instruction: This IOC form seeks the expert's feedback on the degree of congruence between the research instrument questions, the research objectives of the study, and the definitions of the terms. The scoring system for IOC is as follows:

+1 = congruent with objectives and definition

0 = not clear at all

-1 = incongruent with objectives and definition

NOTE: For each item of the questionnaire, the study adopts a 5-point Likert scale (1 = Strongly disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly agree) to measure the effects of school principal's transformational leadership on teachers' self-efficacy and teachers' job performance, and the items are then translated into Khmer through translation and back translation because the target samples may not know English well.

- **Objectives of the Study**

1. To find out the factors of motivation that promote students' reading comprehension.
2. To find out the way that those factors of motivation promote students' reading comprehension.

- **Research Questions**

1. What are the factors that motivate students' reading comprehension?
2. How do those factors of motivation promote students' reading comprehension?

		Expert IOC Rating			
No.	Survey Statements	+1	0	-1	Remarks
Intrinsic motivation					
1	I like reading when the questions in books make me think.	√			
2	I like being the only one who knows the answer to something we read.	√			
3	I read to learn new information about topics that interest me.	√			
4	I like to read new things.	√			
5	I like being the best at reading.	√			
6	I need to see my name on a list of good readers.	√			
7	I feel like I make friends with people in good books.	√			
8	I enjoy a long, involved story or fiction book.	√			

9	I like to tell my family about what I am reading.	√			
10	I enjoy reading books about people living in different countries.	√			
Extrinsic motivation					
11	Grades are a good way to see how I'm doing in reading.	√			
12	Compared to other activities, it is very important for me to be good at reading.	√			
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20	I read a lot of adventure stories.	√			
Reading comprehension					
21	Reading selections enhance my understanding and comprehension.	√			
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24	The teacher's motivation has a great influence on my reading interest.	√			
25	Parental guidance and tutorial reading at home do not contribute to enhancing my understanding and analyzing reading selection.	√			
26	The lack of reading materials and textbooks in public schools affects my reading skills.	√			
27	Teaching aids, whether visual or auditory, help students cope with and comprehend the reading selection.	√			

Expert's Name: **Nel Nun**

Signature:



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CHAPTER ONE INTRODUCTION

The first page of this document is the introduction, which serves as the starting point of the document. It is a critical part of the document as it sets the stage for the rest of the document. It is a critical part of the document as it sets the stage for the rest of the document. It is a critical part of the document as it sets the stage for the rest of the document.

1.1. Research background
Research (2015) emphasized that education is a complicated system that is dynamic and composed of various elements and factors. Research indicates a significant gap in the current and cognitive of learning ability. When people have different backgrounds, they may be placed in different groups for different assignments. The first part of the document is the introduction, which serves as the starting point of the document. It is a critical part of the document as it sets the stage for the rest of the document.

Research (2015) emphasized that education is a complicated system that is dynamic and composed of various elements and factors. Research indicates a significant gap in the current and cognitive of learning ability. When people have different backgrounds, they may be placed in different groups for different assignments. The first part of the document is the introduction, which serves as the starting point of the document.

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ជាតិ សាសនា ព្រះមហាក្សត្រ

ក្រសួងអប់រំ យុវជន និងកីឡា
លេខ ១២១ អយក. ១៩៩

លិខិតឧត្តេសនាម
ឧបនាយករដ្ឋមន្ត្រី រដ្ឋមន្ត្រីក្រសួងអប់រំ យុវជន និងកីឡា

ឈាងលិខិតលេខ ៧២៩ សជជក ចុះថ្ងៃទី២៣ ខែធ្នូ ឆ្នាំ២០២៤របស់សាកលវិទ្យាល័យជាតិជាស្តីមក់តាយមា។
ឯកឧត្តម លោក លោកស្រី ដូចមានរាយនាមខាងក្រោម ត្រូវបានចាត់តាំងជាគណៈកម្មការការពារនិងរៀបចំបទបញ្ជាសិក្សារបស់និស្សិតថ្នាក់បរិញ្ញាបត្រជាន់ខ្ពស់ នៃសាខាសាកលវិទ្យាល័យជាតិជាស្តីមក់តាយមា ខេត្តកំពង់ចាម។

កាលបរិច្ឆេទ ៖ ថ្ងៃទី៤ ខែមករា ឆ្នាំ២០២៥ និងថ្ងៃបន្តបន្ទាប់ ចាប់ពីម៉ោង ០៧:៣០នាទី ទឹកនៃ្លង ៖ សាខាសាកលវិទ្យាល័យជាតិជាស្តីមក់តាយមា ខេត្តកំពង់ចាម

ក.គណៈកម្មការមេប្រយោគ

១-ឯកឧត្តមបណ្ឌិត	សិត ខន	សាកលវិទ្យាធិការ សជជក	ប្រធាន
២-បណ្ឌិត	ឈឿត យុនលាភ	អនុប្រធាន នា.សនវ	អនុប្រធាន
៣-លោក	យាន សំបូរ	សាកលវិទ្យាធិការរង សជជក	សមាជិក

ខ.គណៈកម្មការត្រួតពិនិត្យ

១-លោកស្រី	លឹម ដៅ	អនុប្រធាន នា.សនវ	ប្រធាន
២-លោក	សុក វ៉ានី	សាកលវិទ្យាធិការរង សជជក	អនុប្រធាន
៣-លោក	មាស ជឿន	សាកលវិទ្យាធិការរង សជជក	សមាជិក
៤-លោក	ជ័រ ស្តីង	ប្រធានការី. នា.សនវ	សមាជិក
៥-បណ្ឌិត	ជា ស៊ីណាត	អនុប្រធានការី. នា.សនវ	សមាជិក
៦-លោកស្រី	ជឿន សុទ្ធី	នាយិការរងប្រតិបត្តិ សជជក	សមាជិក
៧-លោកស្រី	លាង សេងហូរ	គ្រូ សជជក	សមាជិក

គ.គណៈកម្មការកណ្តាល

១-លោក	សាង សុវឌ្ឍី	គ្រូ សជជក	ប្រធាន
២-លោកស្រី	សាត ជីតា	ប្រធានការី. នា.សនវ	អនុប្រធាន
៣-លោកស្រី	រី រៀម៉ង់	អនុប្រធានការី. នា.សនវ	សមាជិក
៤-លោក	ជឿន ហ៊ុយ	អនុប្រធានការី. នា.សនវ	សមាជិក
៥-លោកស្រី	ដៅ សុគន្ធាវី	គ្រូ សជជក	សមាជិក
៦-កញ្ញា	ណាង ចំរើន	សជជក	សមាជិក
៧-កញ្ញា	ស៊ិន សុខគារ	សជជក	សមាជិក

ឃ.គណៈកម្មការ គណនេយ្យ និងសម្ភារៈ

១-លោក	ណែ	ដំណែល	ប្រធានការិយាល័យផែនការ ហិរ. សជជក	ប្រធាន
២-លោកស្រី	នឿន	វ៉ានកេស	ប្រធានការិយាល័យផែនការ ហិរ. សជជក	សមាជិក
៣-លោក	អ៊ុន	វីលីយ៉ា	គំ.សហវ សជជក	សមាជិក

ង.គណៈកម្មការ វាយតម្លៃការពារនិរូបបទ

-ជំនាញ ភាសាអង់គ្លេស

១-លោក	បាន	ថាច	នាយករងប្រតិបត្តិ សជជក	ប្រធាន
២-បណ្ឌិត	អ៊ឹម	សិរីរដ្ឋ	គ្រូ សជជក	អនុប្រធាន
៣-លោក	តោ	សុយន់	គ្រូ សជជក	សមាជិក
៤-បណ្ឌិត	ប៉ែន	ឌីណា	គ្រូ សជជក	សមាជិក
៥-លោក	អឿន	សាងម	គ្រូ សជជក	សមាជិក

-ជំនាញ អក្សរសាស្ត្រខ្មែរ

១-លោក	ខែម	ថាន	ព្រឹទ្ធបុរស សជជក	ប្រធាន
២-បណ្ឌិត	សោន	វណ្ណៈ	គ្រូ សជជក	អនុប្រធាន
៣-លោក	វ៉ែ	បូរី	គ្រូ សជជក	សមាជិក
៤-លោកស្រី	រឿង	សាគីរី	គ្រូ សជជក	សមាជិក
៥-លោក	ម៉ី	សុវណ្ណ	គ្រូ សជជក	សមាជិក

កន្លែងទទួល៖

- អគ្គនាយកដ្ឋានឧត្តមសិក្សា
- អគ្គលេខាធិការដ្ឋាន
- ឧទ្ធរណ៍យន្តការឧត្តមបណ្ឌិតសភាចារ្យរដ្ឋមន្ត្រី
"ដើម្បីជូនជ្រាបជាព័ត៌មាន"
- សាកលវិទ្យាល័យជាតិជាស៊ីមកំប៉ាយមា
- សាខាសាកលវិទ្យាល័យជាតិជាស៊ីមកំប៉ាយមា ខេត្តកំពង់ចាម
- សាមីជន "ដើម្បីអនុវត្ត"
- កាលប្បវត្តិ
- ឯកសារ នាយកដ្ឋានស្រាវជ្រាវនិងនវានុវត្តន៍

ថ្ងៃទី១៣ ខែកើត ឆ្នាំ២០២៤ ព្រះរាជាណាចក្រកម្ពុជា ភ្នំពេញ ថ្ងៃទី១២ ខែកើត ឆ្នាំ២០២៤

ជ.រដ្ឋមន្ត្រីក្រសួងអប់រំ យុវជន និងកីឡា



បណ្ឌិត សាន-វិឌ្យុនា

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2025