



Classroom Conditions in Relation to Learners' Reading Motivation: An Assessment

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Abstract

This study assessed how the conditions in the classroom affected the reading drive of 10th graders at a public secondary school in Davao de Oro, Philippines during the 2023–2024 school year. Based on the idea that a good learning setting is important for boosting literacy, the study looked at how classroom amenities, equipment, and safety affect students' desire to read. The study used a descriptive-correlational design and had 90 learners who were chosen at random to fill out an approved self-made Likert-scale questionnaire. To find out how students felt about the conditions in the classroom, descriptive statistics were used. Pearson's correlation coefficient was used to look at the link between the conditions in the classroom and students' desire to read. The results showed that students thought their classroom settings were great, which suggests that it was a good place to learn. Positive classroom conditions were also strongly linked to better levels of reading motivation, especially when it came to enjoying reading tasks and being willing to do them. The results show that classes that are well-equipped, safe, and comfortable can make students more motivated to read. Overall, the study shows how important it is to make classrooms better in Philippine public secondary schools to help students learn to read and write, get more involved in school, and do well in their studies.

Keywords

Classroom conditions; Reading motivation; Grade 10 learners; Learning environment; Literacy development; Public secondary school; Descriptive-correlational study

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Ethics Statement

This study was conducted in accordance with ethical standards and approved by the appropriate Institutional Review Board (IRB). Informed consent was obtained from all participants prior to data collection.

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Introduction

Classrooms are more than just places to learn; they are places where kids find value in their lives, boost their confidence, and become motivated to learn. The classroom setting affects how interested students are in learning, especially when it comes to reading, because it shapes their experiences, interactions, and feelings about the things they are learning. Students are more driven to learn when their needs for autonomy, competence, and relatedness are met in the classroom (Reeve, 2023; Reeve et al., 2023) according to self-determination theory. Self-efficacy and self-regulation are also important for getting students to keep going with their schoolwork, especially reading assignments that need a lot of work and understanding (Schunk & DiBenedetto, 2021). Theories of motivation also show that how much students value reading and how much they hope to succeed in reading affect their engagement and literacy development (Wigfield, 2022). Also, worldwide disruptions in education like the COVID-19 pandemic have shown how important supportive classroom settings are for keeping students motivated to read and do well in school (Ludewig et al., 2022; Azuela et al., 2023). These points of view stress how much the classroom setting affects students' desire to read and their academic success.

In modern schools, the conditions of the classroom still affect how engaged and reading-related children are. Akram and Li (2024) say that relationships between teachers and students and classrooms that are safe and helpful make students more motivated and interested in learning. Situational engagement is also affected by how students see their learning settings, especially in classrooms that use technology (Lu et al., 2022). The integration of artificial intelligence and digital tools has further transformed classroom learning, improved engagement, enjoyment, and motivation (Yuan & Liu, 2025; Balalle, 2024). However, problems like electronic gadgets distracting students and tech integration problems are still big issues in classrooms (Da-anton & Dioso, 2025; Cariaga et al., 2025). Also, problems with teaching and implementing the curriculum in K–12 schools affect the learning environments and the interest of the students (Galaura & Simpall, 2025; Cariaga et al., 2025). Arrogante (2025) says that language learning settings and multilingual issues also affect how engaged and motivated students are in school. These results show how important it is to look at school environments as complex factors that affect students' desire to read.

Reading motivation is what drives students to interact with books, become curious, and keep up with their reading habits. (Li et al., 2024) say that self-efficacy-based programs can boost students' confidence and get them more interested in reading and language learning. Aldosari et al. (2023) say that students are more likely to learn and be interested in reading when they enjoy class, do thoughtful work, and evaluate themselves. Also, reading comprehension problems seen in online classrooms show how important it is to have helpful classroom conditions (Hayati & Puspitaloka, 2022). Attention-monitoring systems and other new tools can also change how engaged and serious students are about learning in the classroom (Trabelsi et al., 2023). These results show that reading motivation and the setting in the classroom are linked and affect students' reading interests, challenges, and literacy growth.

A lot of research has been done on the relationship between classroom settings and academic motivation, but not as much has been done on how Filipino Grade 10 students' reading motivation is affected by classroom environments. A lack of research has existed on how classroom facilities, resources, and safety affect students' motivation to read as a whole (Akram & Li, 2024; Lu et al., 2022; Azuela et al., 2023) due to studies that only looked at teacher relationships, technology integration, or reading problems on their own. So, the point of this study is to examine how the classroom settings affect the reading drive of 10th graders at a public high school in Monkayo, Davao de Oro, during the 2023–2024 school year. Teachers, school administrators, and lawmakers may be able to use the study's results to help make classrooms that are supportive and inspiring places where reading is fun and students learn. Also, this study uses well-known rules for research design and methodology to make sure the results are reliable and valid (Babbie, 2020; Creswell & Creswell, 2017). Statistical analysis methods will also follow recommended practices for educational research (Field, 2024). In the end, this study aims to give useful information that will help make classrooms better and get Filipino students more interested in reading.

Methodology

Design

This study employed a descriptive-correlational research design, which aimed to characterize the population and examine the relationships between variables without establishing causality. It provided a comprehensive overview of the phenomena and explored potential associations between parental profiles and their involvement in students' learning during emergencies. According to Creswell (2014), a descriptive-correlational design is suitable for investigating relationships between variables within a specific population, particularly when experimental manipulation was not feasible. The descriptive part was focused on the current Grade 10 classroom conditions and the level of reading motivation of learners. Meanwhile, the correlational part was focused on the relationship between the current Grade 10 classroom conditions and the level of reading motivation of learners.

Sampling

The study took place in a public high school in the East District, Division of Davao de Oro, during the 2023–2024 school year. The population was made up of 116 students in the 10th grade. Slovin's Formula (Creswell & Creswell, 2017) was used to choose 90 responders. To make sure that everyone had an equal chance of

participating, simple random picking was used. All of the students' names were written on separate pieces of paper and put in a box. At random, 90 names were picked out to be responders. This approach made sure that everyone in the school was included, but the results are only valid for that one school and may not be applicable to other schools or areas.

Participants

Similar studies conducted with the same sampling technique used was the study of Njiru (2003). researchers have utilized simple random sampling to select high school students from a defined population in order to examine various educational and psychological relationships. This sampling method has been noted for its effectiveness in minimizing bias and enabling valid statistical analysis. It is also commonly applied in studies exploring the influence of attitudes on learning motivation, demonstrating its suitability for hypothesis testing within localized school-based settings. These examples highlight the value of simple random sampling for conducting descriptive and exploratory research within confined student groups, ensuring a representative sample and enhancing the reliability of findings.

Collection

The study employed a self-made questionnaire with five research questions per category, covering classroom conditions, equipment and resources, safety and security, and levels of reading motivation among Grade 10 pupils, using a 5-point Likert scale for responses. Classroom condition items assessed amenities such as seating, lighting, accessibility, cleanliness, and designated activity areas; equipment and resources included textbooks, teaching aids, educational technology, and supplementary materials; safety questions addressed safety protocols, hazards, and security measures; and reading motivation questions explored aesthetic enjoyment, reading challenges, and self-efficacy. Responses ranged from 5 (highest/very high or strongly agree) to 1 (lowest/very low or strongly disagree), with interpretative scales aligning scores to descriptors like "Excellent" or "Strongly Agree." Constructs such as instructional engagement and creativity were operationalized through specific survey items, with Likert data justified as interval for statistical analysis. The instrument's validity was confirmed via expert review, yielding an average rating of 4.59 out of 5, and reliability was established through a pilot test with 30 students, resulting in a high Cronbach's alpha of 0.93, indicating excellent internal consistency.

Ethical considerations

In conducting this study, ethical considerations were meticulously observed to ensure the integrity and respectful treatment of all participants. Prior to data collection, formal approval was obtained from the school authorities and relevant institutional review boards to ensure compliance with ethical standards. Respondents, including the Grade 10 in a Public Secondary High School, Monkayo Davao De Oro 8805, Monkayo East District, Division of Davao de Oro. The respondents were fully informed about the purpose, procedures, and voluntary nature of their involvement through clear communication facilitated by the researchers, teachers and learners. Informed consent was secured and the researcher ensured that the participation in the study emphasizing that participation was entirely voluntary and that respondents could withdraw at any time without penalty. Confidentiality and anonymity of respondents' identities and responses were strictly maintained throughout the research process, with data being securely stored and only used for academic purposes. Additionally, the researchers ensured that the data collection methods adhered to ethical guidelines to prevent any harm, discomfort, or bias, thereby upholding the dignity and rights of all respondents involved in the study.

Analysis

The following statistical tools were used by the researcher in this study to answer specific statement of the problem. To determine the current Grade 10 classroom condition in a public secondary high school, mean and standard deviation was used. To determine the level of motivation for reading among Grade 10 learners, mean and standard deviation was used. Table 1.

Table 1
Classification of Rating for Classroom Quality and Motivation for Reading of Learners

Rating	Range	Interpretation
5	4.21-5.00	Excellent
4	3.41-4.20	Very Good
3	2.61-3.40	Good
2	1.81-2.60	Fair
1	1.00-1.80	Poor

To determine the relationship between the current classroom condition and motivation in reading among Grade 10 learners, Pearson Correlation Coefficient was used.

Results and Discussion

The data presented below focused on the assessment of current classroom conditions in relation to learners' reading motivation in a Public Secondary High School, Monkayo Davao De Oro 8805, Monkayo East District, Division of Davao de Oron for School Year 2023-2024.

Level of Current Classroom Conditions in Grade 10 Learners

The analysis of the current classroom condition reveals notably high perceptions among students regarding their learning environment. There are very positive opinions about the learning environment among students at Pasian National High School, which can be seen from an analysis of the present classroom conditions. With an average score of 4.47 and a standard deviation of 0.24, which shows that answers were consistent, the overall condition of the classroom got an excellent rating. A mean score of 4.41 with a standard deviation of 0.37 was given to amenities and facilities, showing a generally positive assessment of the physical setting that supports student comfort and accessibility. With an average score of 4.53 and a standard deviation of 0.37, equipment and resources got even higher. This suggests that students know there are enough teaching materials and tech tools available. Similarly, safety and security got high scores (a mean of 4.48 and a standard deviation of 0.42), showing that everyone thought the place was safe for learning. According to earlier study, these results support the idea that well-equipped and safe learning environments are important for getting students interested and motivated. Overall, the high scores in these areas show that students think their classroom conditions are good for active participation and learning. While this kind of setting not only makes students feel more at ease, it also has a positive effect on their emotional and mental engagement, both of which are important for academic success. Lu et al. (2022) and Akram & Li (2024) both do research that shows how supportive learning environments and classroom tools have a big effect on how engaged and motivated students are to do well in school. Adding learning technologies and a supportive classroom setting also makes students more interested and improves their learning experiences (Yuan & Liu, 2025; Balalle, 2024). Investing in classroom amenities, teaching materials, and safety measures is important for making the best learning settings that help students succeed, according to these results. According to Schunk and DiBenedetto (2021) and Reeve (2023), a supportive classroom setting makes students more interested, more motivated, and better at school. This is especially true when students feel safe, supported, and have the right learning materials. Therefore, the high scores on all classroom condition indicators show that the space is good for learning and helps kids do well in school.

Table 2
Level of Current Classroom Conditions in Grade 10 Learners

Indicators	N	Mean Score	Standard Deviation	Descriptive Interpretation
Amenities and Facilities	90	4.41	.37	Excellent
Equipment and Resources	90	4.53	.37	Excellent
Safety and Security	90	4.48	.42	Excellent
Overall	90	4.47	.24	Excellent

Level of Teachers’ Practices for their Creativity in the Workplace

Table 3 shows that reading for pleasure got an average score of 4.49 with a standard deviation of .42, reading for difficulty got an average score of 4.55 with a standard deviation of .38, and reading for gain got an average score of 4.43 with a standard deviation of .35. Overall, 10th graders were very motivated to read, with a mean score of 4.49 and a standard deviation of .26, which means they were all excellent. Based on how well they think they can do it, these results show that students are very motivated to read. This means that they find reading easy, fun, and difficult. The high amounts of aesthetic enjoyment, reading challenge, and reading efficacy show that students are very motivated to read, which is important for improving their reading skills and doing well in school. Students’ reading drive is affected by how confident they are, how interested they are in reading, and how they feel while reading. Li et al. (2024) say that research shows that self-efficacy makes students much more confident and determined in their reading assignments, which leads to better academic engagement and success. Aldosari et al. (2023) also say that students are more likely to stay motivated and interested in reading if they enjoy and are involved in their learning activities. These data back up the current ones, showing that students who are highly motivated to read are more likely to do reading-related activities and improve their reading and writing skills. Additionally, motivational theories stress that students’ feeling of self-efficacy and control makes them more eager to do schoolwork, such as reading assignments (Reeve, 2023; Schunk & DiBenedetto, 2021). This shows that students become more motivated and interested in reading when they think it is fun, challenging, and doable. Students in 10th grade have a good view of reading motivation. This shows that making reading fun and important can keep students interested and encourage them to read for a lifetime, which is important for their overall educational growth.

Table 3
Level of Motivation for Reading among Grade 10 Learners

Indicators	N	Mean Score	Standard Deviation	Descriptive Interpretation
Aesthetic Enjoyment of Reading	90	4.48	.42	Excellent

Reading Challenge	90	4.55	.38	Excellent
Reading Efficacy	90	4.43	.35	Excellent
Overall	90	4.49	.23	Excellent

Relationship between the Level of Current Classroom Condition and Reading Motivation of Grade 10

Table 4 shows how the conditions of the classroom affect the desire of 10th graders to read. A Pearson correlation coefficient value of .30** with a p-value of .00 was found between amenities and facilities and aesthetic enjoyment of reading. A Pearson correlation coefficient value of .50** with a p-value of .00 was found between equipment and resources and aesthetic enjoyment of reading. Finally, a Pearson correlation coefficient value of .48** with a p-value of .00 was found between safety and security and aesthetic enjoyment of reading. The reading challenge and amenities and facilities also had a Pearson correlation coefficient value of .22* and a p-value of .04. This means that there are significant relationships between these factors, which means that the null hypothesis is not true. A Pearson correlation coefficient value of .15 with a p-value of .17 was found between reading challenge and tools and resources, and a value of .08 with a p-value of .48 was found between reading challenge and safety and security. Reading skill and amenities, and facilities had a Pearson correlation coefficient value of .01 with a p-value of .37, reading skill and equipment and resources had a Pearson correlation coefficient value of .04 with a p-value of .69, and reading skill and safety and security had a Pearson correlation coefficient value of .01 with a p-value of .35. Since these results show that there are not any significant relationships, the null hypothesis was accepted for these factors.

There are strong links between amenities, equipment, safety, and aesthetic enjoyment that show how school environments and reading motivation are linked. The strong link between materials and equipment and aesthetic enjoyment suggests that classrooms with the right tools improve students’ reading experiences and make them more interested in reading activities. Students are more likely to be engaged and motivated in school if they have access to the right tools and a supportive setting (Lu et al., 2022). Akram and Li (2024) also say that supportive classroom relationships and learning settings help students stay interested and motivated in school. On the other hand, the fact that there aren’t any significant relationships between the other factors suggests that some classroom conditions may affect reading motivation on their own. There are also ideas about what motivates students that say their interest is affected by things like self-efficacy and autonomy, and not just the physical conditions of the classroom (Reeve, 2023; Schunk & DiBenedetto, 2021). These results show that classrooms need to be improved in a way that takes into account both physical tools and motivational support to get students excited about reading and interested in school.

Table 4

Relationship between the Level of Current Classroom Condition and the Reading Motivation of Grade 10

	Aesthetic Enjoyment of Reading	Reading Challenge	Reading Efficacy
Amenities and Facilities	Value=.30** p-value=.00 Significant Reject Ho	Value=.22* p-value=.04 Significant Reject Ho	Value=.01 p-value=.37 Not Significant Accept Ho
Equipment and Resources	Value=.50** p-value=.00 Significant Reject Ho	Value=.15 p-value=.17 Not Significant Accept Ho	Value=.04 p-value=.69 Not Significant Accept Ho
Safety and Security	Value=.48** p-value=.00 Significant Reject Ho	Value=.08 p-value=.48 Not Significant Accept Ho	Value=.01 p-value=.35 Not Significant Accept Ho

Conclusion and Recommendations

The results of this study show that the environment in the classroom has a big effect on how motivated and interested children are in reading. A classroom that is well-equipped, safe, and interesting gets students excited about learning and pushes them to take part in literacy activities. The strong link between classroom conditions and reading drive suggests that safe and helpful learning environments help students do better in school and feel better in general. These results show how important it is to spend money on classroom infrastructure, learning materials, and safety steps to make places that encourage students to learn to read and write. But the study’s cross-sectional design and reliance on self-reported statistics mean that the results may not be applicable to everyone. To learn more about how classroom environments affect students’ motivation over time, future studies might look at longitudinal or qualitative approaches.

Based on these results, it is suggested that schools keep making classrooms better by adding new features, updating tools, and making safety measures stronger. Programs like reading challenges and fun literacy tasks may help keep students interested in reading and motivated to do it. Teachers are also told to use methods that boost students' confidence and reading skills, and they are given training on how to do this while also making sure the classroom is safe. Researchers in the future are invited to repeat or expand on this study in different settings to build on the evidence about the link between classroom environments and reading motivation. This will help make classrooms more welcoming, interesting, and helpful for all students.

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