



IMPACT OF MOTIVATION ON JUNIOR HIGH SCHOOL STUDENTS' INTEREST IN READING COMPREHENSION IN HOHOE MUNICIPALITY: A LITERATURE BASED REVIEW

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ABSTRACT

Purpose of the study: This paper examined the impact of motivation on junior high school students' interest in reading comprehension in Hohoe municipality.

Research Methodology: Literature based study.

Findings: Motivation is one of the essential factors that have a direct impact on the development of comprehension skills. Students are very much interested in any reading material that is with humor, fun, enjoyment and pleasure. Teachers /tutors are the real models and motivators in arousing students' motivation.

Conclusions: Motivation is one of the essential factors that have a direct impact on the development of comprehension skills. There are four types of motivation: Intrinsic motivation, extrinsic motivation, integrative motivation and instrumental motivation. Teachers are the real models and motivators in arousing students' motivation. Besides, based on the literature reviewed, it can be concluded that educational institutions should specifically focus their students' attention on the crucial role of motivation in reading in their instructional courses.

Recommendations: It is recommended that teachers should make the classroom an enjoyable place to stimulate students and increase their confidence, spontaneity and self- stimulation. Teachers need to pay attention to students' interests and their requirements. Furthermore, teachers need to allocate more time for reading of the scripts. Likewise, it is recommended that learners need to be motivated in learning and developing their knowledge through focus on the comprehension skills. In addition, it is recommended that teachers need to go beyond their traditional roles by providing opportunities for their students to become motivated and develop their reading comprehension proficiency.

Keywords: *Motivation, extrinsic motivation, intrinsic motivation, integrative motivation, instrumental motivation, interest in reading comprehension.*

1.0 INTRODUCTION

Reading comprehension is very significant for the students and enables them to combine words and phrases to construct meaning (Houghton, 2015). According to Arulmoly and Branavan (2017), reading comprehension means perceiving the vocabularies used in a written text and making a relationship between them to achieve a comprehensive understanding. Reading comprehension requires the supplementary of other skills such as vocabulary and decoding of the talents (Logan, Medford & Hughes, 2014). One of the critical capabilities of language is reading comprehension and students need to comprehend in reading passages to be successful in their academic life (Seymour & Walsh, 2016). According to Takahashi (2018), the ability of students to read a comprehension increases their ability to understand the meaning of scripts. The recognition of the message comes from the communication between written words and how they activate knowledge outside the text/message (Kuşdemir & Bulut, 2018).

Reading comprehension is a complex skill because it requires other abilities such as vocabulary and decoding skills (Cerasoli & Ford, 2014). One of the crucial elements that can influence analysis understanding is the motivation (Rehman, Bilal, Sheikh, Bibi & Nawaz, 2014). There is a correlation between reading inspiration and understanding a comprehension (Dakhi & Damanik, 2018). According to Suryasa, Prayoga and Werdistira (2017), motivation of students positively influences their ability in reading a comprehension.

According to Tokan and Imakulata (2019), reading comprehension depends on the ability to understand words fast. In situations where the word understanding is hard, learners take much of their processing ability to read specific terms that interferes with their ability to comprehend what they are reading (Logan, Medford & Hughes, 2014). Learners need to learn to analyze a text for comprehending before they can read it on their own (Gbollie & Keamu, 2017), Following instructions in a comprehension consists of learners answering instructors' questions and writing answers to questions on their own and this is capable to modify their understanding (Hong & Ganapathy, 2017). The method of reading comprehension comprises of three models; the bottom-up method, the top-down method and the interactive method (Ahmadi, 2017). The bottom-up approach concentrates much on the smaller elements of a text, such as its letters, words, phrases and sentences (Abdurrahman & Garba, 2018). In the bottom-up method, the learners understand the meaning of the phrase in comprehension when they correctly decode the linguistic elements and understand the connection between words (Fridkin, 2018).

Besides, the top-down method is the idea of reading as a psycholinguistic predicting game in which the reader uses his/her prior knowledge or written schemata to join with a text and to communicate these to new or unexpected materials found in the text to recognize it (Karanja, 2015). In the top-down method, learners do not want to read every word of a text, but they focus on guessing the next group of words (Coskun, 2014). The interactive method is a process based on information from many sources such as syntactic, semantic knowledge and schemata (Kaur, 2016). According to Takahashi (2018), the interactive method leads to the most efficient processing of texts and helps the language learners in gaining strong reading skills. According to Ahmadi (2017), Takaloo and Ahmadi (2017), Houghton (2015), Arulmoly and Branavan (2017) and Takahashi (2018), the interest in reading a comprehension is influenced by motivations.

Motivation of the students is critical to increasing their learning capabilities (Abdurrahman & Garba, 2018). Setting expectations and making reasonable demands encourages students to participate, but sometimes students need an extra push to be in the right direction (Turner, Dubeck,

Halliday, Inyega, Wolf & Brooker, 2017).. Offering students incentives makes learning fun and motivates them (Gerhart & Fang, 2015). According to Fitzgerald and Danner (2016), rewarding give students a sense of accomplishment and encourage them to work with a goal in mind. One way of enhancing responsibilities of students is involving them in the classroom. (Cerasoli & Ford, 2014). According to Ahmed (2016), engaging students to participate in the classes increases their responsibility of tidying up or decorating the classroom. The motivated students work toward achieving a given obligation and further rebuild confidence in them to compete with others (Logan, Medford & Hughes, 2014).

1.2 OBJECTIVES OF THE STUDY

- i. To profile the various types of motivation used in Schools to motivate the students.
- ii. To establish the influence of motivation on Junior High School Students' Interest in Reading Comprehension in Hohoe Municipality.
- iii. To draw conclusions and recommendations based on the study findings

2.0 MOTIVATION

Motivation is significant in increasing the performance of individuals through stimulating them to accomplish their goals (Lemos & Veríssimo, 2014). The motivation of students is indispensable and requires encouraging their actions towards achieving the designated goals (Pecjak & Kosir, 2018). The motivation process commences with the ascertainment of a physiological or psychological deficiency among individuals that need to be addressed (Ahmed, 2016). The students become motivated when they are involved in making some of the decision that needs to be used in the classrooms during teaching (Karanja, 2015). Teachers can advance an inspiring and comfortable environment to increase the capability of learners in reading comprehension (Ahmadi, Ismail & Abdullah, 2013). Teachers can support for an environment where students choose their materials and reading texts themselves and allocate more time to reading (Kuşdemir & Bulut, 2018).

Mwangi (2017) established that an effective motivation system encourages individuals to deliver better and meet their targets. Rewarding is the most transparent ways an organization can send a message to employees about what they consider essential (Mwangi, Njenga, Chepkilot & Koima, 2017). There were no set standards by which exceptional performance could be measured and it could have meant anything from consistent punctuality, assisting other departments, or even having the right attitude (Nanzushi, 2015). According to Ndulue and Ekechukwu (2016), things have changed in current organizations as organizations understand the great benefits achieved by incorporating rewards, job satisfaction, motivation and performance with their business strategies. To achieve desired organizational goals, motivation systems should be perfectly aligned to corporate strategy (Nouaili, Abaoub & Anis, 2015)

Motivated people have a positive outlook and are excited about what they are doing (Tokan & Imakulata, 2019). Similarly, Abdurrahman and Garba (2018) established that motivated students know they are investing their time in something genuinely worthwhile and need to improve their performance. According to Takaloo and Ahmadi (2017), motivated students enjoy reading comprehension thus performs well. The teacher needs to examines strengths and weaknesses students to analyze the extent of motivations that will improve the performance (Seymour & Walsh, 2016). According to Abdurrahman Garba (2018), Pecjak and Kosir (2018), Hairul, Ahmadi and Pourhossein (2012), Takahashi, (2018) and Ahmadi (2017), types of motivation incorporate intrinsic motivation, extrinsic motivation, integrative motivation and instrumental motivation.

2.1 Intrinsic Motivation

The intrinsic motivation has its reward and students voluntarily try to learn what is truly necessary for them (Cerasoli & Ford, 2014). The students may have the internal desire to learn and they do not need for visible results. Intrinsic motivation is essential and pushes learners to learn without rewards because the need is innate and depends on their desire to know something (Abuhamdeh, Csikszentmihalyi & Jalal, 2015). Teachers have limited effects on learners' intrinsic motivation since they are from various backgrounds and the sole way to motivate learners is to make the class a supportive environment (Putra, Cho & Liu, 2017). Some of the inherent motivations are one's self-concept, self-respect, self-confidence and emotional needs (Gerhart & Fang, 2015). The self-motivation of the students enables them to go beyond the requirements of an educational course because they are looking for learning about the subject, not just performing a restricted number of conditions (Ahmadi, 2017). Students are expected to study more if they have individual attention in what they are learning about and are permitted to select their activities (Takaloo & Ahmadi, 2017).

2.2 Extrinsic Motivation

The extrinsic motivation involves emphasizing much on the external need to urge students to participate in learning activities like an assignment or performing something that pleases teachers (Tokan & Imakulata, 2019). According to Froiland and Oros (2014), the extrinsic motivation has a negative effect on the learners because they do not learn with their firm intention, but they learn because they are pushed by the concern in the rewards or the punishment. When learners learn something due to the prizes, they will have a high motivation to enter their classes and will also quickly get the aim that is set for them (Gbollie & Keamu, 2017). Based on Corpus and Wormington (2014), some of the extrinsic motivation includes rewards and promotion or giving leadership positions. Also, Ahmed (2016) established that extrinsic motivation evolves from outside rewards such as money or grades. For instance, a learner who does his/her assignment only because he/she fears parental sanctions for not doing it is extrinsically motivated because he/she is doing the work to get the separable results of avoiding penalties. Similarly, a learner who does the work as he/she individually believes it is valuable for her chosen career is also extrinsically motivated because he/she too is doing it for its instrumental value.

2.3 Integrative Motivation

The integrative motivation is the desire to be part of the members of the community (Rehman, Bilal, Sheikh, Bibi & Nawaz, 2014). The aim of the integrative motivation is the individual development of the learners meaning the learner is keen on learning a language to enter into the target language community (Sukor, Mohd Ayub, Norhasnida & Khaizura, 2017). According to Takahashi (2018), integrative motivation refers to when students want to learn a language to become part of a speech community. In a time when learners want to communicate with the foreigners of a target language, they will portray much motivated to learn the language and thus achieve more success in language learning (Tokan & Imakulata, 2019). Suryasa, Prayoga and Werdistira (2017) reported that learners with integrative motivation are also interested in the culture related to that language.

2.4 Instrumental Motivation

Delgado (2016) reported that instrumental motivation includes the notions of practical value in learning another language to enhance learners' business opportunities, giving them more

reputation and power, obtaining scientific information or even passing a course of their study. According to Unrau and Schlackman (2016), instrumental motivation is derived by wanting to learn a language for the need of gaining some actual aims such as an occupation, promotion, or the ability to read academic materials. Learners with an instrumental motivation need to learn a language because of practical purposes such as receiving a salary bonus or admitting into a university (Dörnyei, 2019). The learners will be motivated to learn another language because they aim to gain a particular personal advantage that they will otherwise not get without knowing the language thus increases their interest in reading comprehension (Seymour & Walsh, 2016).

3.0 LITERATURE REVIEW

Houghton (2015) examined the impacts of intrinsic and extrinsic motivation on reading achievement of first grade students. A quasi-experimental design was used to investigate the impact of motivation conditions (intrinsic, extrinsic or a combination of both) on the reading achievement and oral reading fluency of 66 first grade students. The dependent variables were reading achievement and oral reading fluency. Data were pretest and posttest scores on reading success and oral reading fluency measures. Students in two of the three groups graphed their verbal reading fluency (words read correctly per minute), which supported the intrinsic motivation condition of goal setting. Similarly, students in three of the three groups received rewards which defined the extrinsic motivation condition. After eight weeks of treatment conditions, posttest scores were compared with pretest scores as a covariate. An analysis of covariance showed no statistically significant differences in reading achievement between the three motivation conditions. Further investigation revealed a statistically significant difference in oral reading fluency favoring the intrinsic motivation intervention group. The findings suggested that eight weeks may not be sufficient for students to benefit directly from any specific motivation condition, but indicated that engaging students in goal setting might improve reading achievement and eventual literacy. The study concluded that intrinsic motivation positively influenced motivation on reading while extrinsic motivation negatively influenced the motivation on reading of first grade students.

Fridkin (2018) sought to examine the impact of motivation in children's reading comprehension. Three experimental studies were conducted to explore the relationship between reading motivation, manipulated through situational interest and reading comprehension and task enjoyment in children (8-9 years old), where choice and two types of novelty were examined as potential triggers. Each study investigated children's reading comprehension performance and task enjoyment through a repeated measure, cross-over design. After reading a story, participants completed a reading comprehension task and enjoyment questionnaire. Post-testing, a selection of participants took part in focus groups to investigate the research questions. The findings of the research established that choice and novelty are useful motivators and powerful triggers for situational interest, able to stimulate intrinsic motivation and lead to changes in how the individual engages with a task, potentially increasing levels of effort, attention and perseverance and increasing task enjoyment.

Arulmoly and Branavan (2017) conducted a study to establish the impact of academic motivation on student's academic achievement and learning outcomes in mathematics among secondary school students in Paddiruppu Educational Zone in The Batticaloa District, Sri Lanka. The study adopted the descriptive and explanatory research design. The findings of the examination reported that highly motivated students perform better academically than the lowly motivated students. The study further established that right attitude and better interest learners display particularly in

mathematics serve as encouragement even to the teacher and enable them to forget whatever hindrances to the teaching of the subject from his part.

Logan, Medford and Hughes, (2014) examined how cognitive and motivational factors predicted reading skill and whether intrinsic reading motivation would explain significantly more variance in low ability readers' reading performance. The targeted population comprised of sixty-nine children. The study adopted the experimental research design. The findings of the examination revealed that intrinsic motivation explained significant variance in growth in reading comprehension skills in the low ability reading group, but not in the group of good readers. The results also reported that the different factors are restricting children's reading comprehension and the importance of intrinsic motivation as a contributor to low ability readers' performance in reading assessments. Also, Locher, Becker and Pfof (2019) examined the relationship between students' intrinsic reading motivation and book reading in recreational and school contexts. The study was conducted among the ninth graders in Germany. The findings of the study revealed that students who read more challenging books were less motivated to reread them. The results of the examination also established that individual book-reading experiences were linked to intrinsic habitual reading motivation.

McGeown, Norgate and Warhurst (2015) established whether there was a difference between children identified as excellent or very poor readers in the relationship between their levels of reading skills and intrinsic and extrinsic reading motivation. The sample of the study was 1811 children who were aged between seven and thirteen years. The study utilized the experimental research design. The findings of the investigation revealed that children's intrinsic reading motivation and reading efficacy correlated with their reading skill, whereas their extrinsic reading motivation did not. The results also showed that among the right readers, only extrinsic reading motivation associated significantly with reading skills, while among the poor readers, no aspects of motivation markedly correlated with reading ability.

A study was conducted by Seymour and Walsh (2016) to establish the effect of motivation on student's ability in reading comprehension. Based on the outcome of the investigation, it was found that motivation for learners is always a primary element that affects their reading comprehension; however, there is no guarantee that motivation is the main factor that enhances reading comprehension. The study further revealed that reading motivation is one of the main factors for foreign language students that help them to read more effectively. Besides, Hairul, Ahmadi and Pourhossein (2012) examined the role of reciprocal teaching strategy as an essential factor of improving reading motivation. The findings of the study established that motivation has a negative impact on students' reading comprehension. The study further showed that motivating students may discourage them to make educated guesses, better achievement, solve problems or difficulties while reading the text and also reduce comprehending anxiety.

Muchiri (2016) conducted a study on the effects of Rewards on Employee Performance in the Hospitality Industry: A Case of Nairobi Serena Hotel. The findings of the study showed that employees' ability, managers' trust in employees, recognition, and employees' view of achievement significantly enhance employees' performance. Further, the intrinsic rewards address employees at the core of their needs, and as a result, form sufficient Base that influences and motivates the employees to higher standards of performance (Fareed, Abidan, Shahzad, Ameen & Lodhi, 2013). Additionally, salaries and wages paid vacations, paid leave, travel allowances and bonuses are essential components of extrinsic rewards that enhance employee performance (Richard, Allen, Ralph, Kilmann, 2019). When managers take time to invest in external rewards,

employees feel valued by their organization, thus working extra hard to enhance their performance so that they can be rewarded even more (Tippet & Klivers 2014).

Alizadeh (2016) conducted a study to examine the impact of extrinsic motivation on English Language Learning. The study utilized the desk research methodology. The findings of the investigation revealed that extrinsic motivations are very significant to the learning of English and involves giving out the rewards and presents to students. The study also revealed that motivating the whole group of the students' increases productivity in the entire classroom and further creates a better learning environment in classrooms. The study concluded that motivations of learners result in a dramatic change in their overall behavior which would have never been possibly achieved if the aspects of the motivations were not introduced.

A study was conducted by Fitzgerald and Danner (2016) to examine the influence of rewarding on the performance of the students in schools. The researcher relied upon secondary data. The results of the exploration revealed that designing and implementing an effective reward system is critical for the student, which influences their attainment of performance targets. The study also established that reward system is an essential tool in managing the human capital and failure to reward the students for their collective and individual efforts often leads to dissatisfaction manifested in various forms such as strikes, decrease in performance and not participating in school activities. Also, Schuh, Zhang, Morgeson, Tian and van Dick (2018) conducted a study to establish whether the motivation of the students increases their participation in the classroom and consequently improve their overall performance. Findings of the examination revealed that rewards are regarded as the most important motivational factor by the students such as giving of the books, pencil and recognition. The study concluded that motivation is a very critical factor that schools should put into consideration to improve the performance of the students.

Furthermore, a study was conducted by Muchiri (2016) to examine the effects of Rewards on students' performance in the case of Secondary schools in Kiambu County. The findings of the study showed that students' ability, schools management' trust in students, recognition, and students' view of achievement significantly enhanced the performance of the students. The study further revealed that when teachers take time to invest in external rewards, students feel valued by their schools, thus working extra hard to enhance their performance so that they can be rewarded even more

Ahmed (2016) examined the relationship between interest and reading motivation based on literature review. The concept of the interest portrayed was a psychological state that occurs during interaction between individual and specific topic, object or activity including the process of willingness, increased attention, concentration and positive feeling to the subject, object or event. Besides, reading motivation emphasized mental readiness, willingness and refers to beliefs and perception of the individual to engage in the reading activity. The study showed that factors that influenced reading motivation were factors such as intrinsic and extrinsic factors, self-concept and value of reading and interest. The study concluded that a positive relationship existed between interests and reading motivation.

Likewise, Edirisooriya (2014) conducted an exploration to establish the influence of motivation on employee performance. The results of the study showed that extrinsic motivation entails identifying factors partially motivate employees for achieving the goal and to illustrate to what extent does employee rewards have an impact on employee performance in the organization. The study concluded there is a negative relationship between extrinsic reward, intrinsic reward and

accomplishment. Moreover, a study was conducted by Takahashi (2018) to examine the effect of the motivation of students for learning English in Rwandan schools. The study adopted the experimental research design and the population was 459 students. The results of the examination revealed that motivation has several effects on students' learning and behavior. The study showed that motivation directs action toward particular goals of the students. Besides, the study reported that motivation increases the students' time on task and is also an important factor affecting their learning and achievement and lastly, the motivation enhances cognitive processing.

Kaur (2016) investigated the causal interrelations between, attitudes toward the learning situation, imperativeness, motivation, strategy use, self-efficacy, and English language achievement. Research participants were 240 intermediate learners at the Iran Language Institute. Results yielded by structural equation modeling showed that motivation had a direct significant influence on English achievement. However, the results also showed that the effect of motivation on English achievement was stronger when it was affected by attitudes toward the learning situation, integrativeness, and self-efficacy. Consequently, the study concluded that to improve students' English achievement in Iranian EFL context, it is necessary to consider not only motivation but also self-efficacy and attitudes, on which students' motivation depend.

Coskun (2014) conducted a study with an aim of investigating the essential factors on student's motivation through comparing boys and girls in terms of instrumental and integrative motivation in the classroom. The study employed a quantitative approach in relation with collecting data by a survey which had questionnaire aiming to measure the motivational factors on the students. The findings of the examination revealed that both the instrumental and integrative motivation was significant to enhance the satisfaction of the students and strengthen their capability towards working harder to achieve the goals and objectives set by the school.

Khan, Murad and Shaik (2016) investigated the levels of instrumental and integrative motivation for reading English as a Second Language (ESL). Data were collected through an adapted version of Dornyei's language learning motivation questionnaire and analyzed by means of descriptive statistics. The findings of the study indicated that the students were more strongly instrumentally motivated for reading English in their context. It was also found that the students have relatively lower levels of integrative motivation for reading English. Based on the findings and implications, recommendations were made for the enhancement of motivation for reading English in the Pakistan context.

Kuşdemir and Bulut (2018) examined the relationship between the Turkish elementary school students' reading comprehension and reading motivation. The study used a total population of 691 students from Mustafa Özbek Turkish Metal Primary School and Turkey Notaries Union Elementary School. The results of the study showed that there existed a positive and significant correlation between the students' levels of reading comprehension determined with cloze tests made up of both narrative and informative texts and reading motivation. In addition, a positive and significant correlation was found between the students' levels of reading comprehension determined with open-ended questions made up of both narrative and informative texts and reading motivation. The study further revealed that an increase in the students' reading motivation affects their reading comprehension positively and significantly. The study concluded that reading motivation explained 12-13% of the total variance in their reading comprehension.

Hong and Ganapathy (2017) analyzed whether instrumental or integrative motivation plays a more important role in promoting Form Four ESL students' English language learning. Furthermore, the

study was to establish the areas of problems that affect ESL students' motivation towards English language learning. This study was a qualitative case study that used focus group interviews to elicit data from 12 students in a secondary school in Penang. The findings of the examination revealed that students are more instrumentally motivated than integratively motivated in ESL learning. Instrumental motivation was found to have a greater impact on students' English language learning. The study further found that vocabulary and grammar were the biggest areas of problems that were encountered by students during their ESL learning process, which further influence their speaking and writing skills.

Suryasa, Prayoga and Werdistira (2017) aimed at investigating the students' motivation in English learning as a second language. The method used was a survey by randomly asking the students in Pritchard English Academy (PEACE) to fill out a questionnaire which adapted from Attitude Motivation Test Battery (AMTB). The questionnaire was administered to a group of 30 students who come from intermediate until advanced level. The data were analyzed by using SPSS program. It was used to find out mean score and standard deviation. The findings of the study showed that the students were relative highly motivated and found to be slightly less instrumentally motivated to learn English. This revealed that instrumental motivation is insignificant factor among this group of students learning English.

Gbollie and Keamu (2017) explored the influence of the motivational factors on the academic performance among the Liberian junior and senior high school students. By utilizing a cross-sectional quantitative research design, 323 participants took part in the study from 2 counties. The results of the study showed that the motivational factors such as rewards, recognition, promotions improved the academic performance of the students. The study concluded that a positive significant relationship exists between the motivational factors and academic performance among the Liberian junior and senior high school students. Similarly, Tokan and Imakulata (2019) conducted a study with an aim to determine the effect of intrinsic and extrinsic motivation on learning behavior among students of FKIP Undana. Data collection was done by a questionnaire and a document of learning achievement. The results of the study showed that intrinsic and extrinsic motivation has a direct effect on learning behavior. The study concluded that intrinsic and extrinsic motivation and learning behavior jointly affect the learning achievement of the students of the biology education department.

Sukor, Mohd, Norhasnida and Khaizura (2017) examined the influence of students' motivation on academic performance among non-food science students taking food science course. Six factors of students' motivation that includes self-efficacy, active learning strategies, science learning value, performance goal, achievement goal and learning environment stimulation were investigated to predict factors that influence their academic achievement towards food science course. The sample of the study consisted of 84 undergraduate non-food science students from various faculties at a local public university. The study found that self-efficacy, active learning strategies and achievement goal were found to have positive significant relationship with academic performance. Nevertheless, science learning value, performance goal, and learning environment stimulation had a negative significant relationship with academic performance.

Ahmadi (2017) established the impact of motivation on reading comprehension. In this paper, the researcher examined some important points related to the effect of motivation on reading comprehension. This review of literature indicated that learners with higher motivation in reading comprehension would advance more than other learners with lower motivation. Motivation is one of the key factors to assist learners' reading comprehension. Motivation helps both performance

and understanding of one's reading comprehension. This paper showed that the explicit instruction of motivation is a practical tool to improve learners' reading comprehension. One of the significant consequences of this study is that EFL learners should be motivated to increase their reading comprehension ability and become proficient readers. Reading motivation can lead to the improvement in language learning performance for different levels of learners irrespective of what learning context they are in. On the whole, it can be stated that EFL teachers should go beyond their traditional roles by providing opportunities for their EFL learners to become motivated and substantially improve their reading comprehension proficiency.

Karanja (2015) conducted a study to examine the effects of reading difficulties on academic performance among form three students in public secondary schools in Kiambu county, Kenya. The findings of the study revealed that mispronunciation of words is the most common comprehension error. Other errors made by students are omission of words, addition of words, and substitution of words. Majority of teachers agreed that reading difficulties were the main cause of failure in schools and that library resources and reading material are not well-established in public mixed day district secondary schools. The study also showed there is lack of learning consistency of students in Kiambu District mixed day public secondary schools due to poor reading abilities evidenced by the presence of dropouts, repeaters and absentees in school. The study concluded that an adequate supply of adequate curriculum materials and equipment and library resources improves the reading comprehension of the problems.

Abdurrahman and Garba (2018) examined the impact of motivation on students' academic achievement in Kebbi State Junior Secondary School in Nigeria. The population consisted of 137,914 junior secondary school students in Kebbi state out of which 383 students were sampled. Two hypotheses were tested at 5% level of significant. Results were analyzed using mean, standard deviation, t-test and ANOVA. From the findings, results showed that gender difference were significant when impact of motivation on academic achievement was compared in male and female students. Also, other result indicated that there is significant difference in the academic achievement of highly motivated and lowly motivated students in mathematics. The study recommended among others that individual differences in ability, background and attitude must be taken into consideration.

Unrau and Schlackman (2016) investigated the effects of intrinsic and extrinsic motivation on reading achievement for urban middle school students. The authors initially developed a research-based theoretical model representing interrelationships among students' ethnicity, gender, grade level, intrinsic motivation, extrinsic motivation, and reading achievement. When the authors tested the model, structural equation models (SEMs) produced effects that were statistically significant. For example, a multiple-groups SEM analysis indicated that intrinsic motivation had a stronger positive relationship with reading achievement for Asian students than for Hispanic students. Analysis by gender, ethnicity, and grade level showed statistically significant decreases over time for intrinsic and extrinsic motivation. Results suggested a significant decline in overall motivation to read during the middle school years for students in urban schools.

Ahmadi, Ismail and Abdullah, (2013) examined the relationship between students' reading motivation and reading comprehension in Malaysian context. In their study they included motivation constructs (interest, perceived control, collaboration involvement and efficacy), text genres, specific versus general contexts and the self-versus other evidence sources about motivation as multiple components under investigation. Using qualitative research, the study found out that reading motivation has a positive impact on reading comprehension. Students with higher

motivation can score higher in reading comprehension tests. Furthermore, Dakhi and Damanik (2018) conducted a study to examine how motivation of the students increases their capability of reading a comprehension. Sixty students of tenth grade at SMA Negeri 55 South Jakarta participated on filling in 50 statements of 11 domains of motivation. An interview, another method to collect data needed and to meet a methodological triangulation, was employed to capture the participants' perspective. The findings of the examination showed that reading curiosity is the highest domain of the students' motivation and social reason for reading is the lowest one. The study concluded that motivation of the students increases their capability of reading a comprehension.

4.0 RESEARCH GAPS

Based on the literature reviewed, there is no consensus on the influence of motivation of student's interest in reading comprehension. Some scholars believe that motivation does not improve the attention of the students in reading comprehension, while other scholars argue otherwise. For instance, Houghton (2015) examined the impacts of intrinsic and extrinsic motivation on reading achievement of first-grade students and found that intrinsic motivation positively influenced motivation on reading while extrinsic motivation negatively influenced the motivation on the reading of first-grade students. Besides, Hairul, Ahmadi and Pourhossein (2012) examined the role of reciprocal teaching strategy as an essential factor of improving reading motivation and found that motivation has a negative impact on students' reading comprehension. Likewise, Edirisooriya (2014) established the influence of motivation on employee performance and concluded there is a negative relationship between extrinsic reward, intrinsic reward and accomplishment. Furthermore, Suryasa, Prayoga and Werdistira (2017) investigated the students' motivation in English learning as a second language and found that students were relative highly motivated but found to be slightly less instrumentally motivated to learn English. This revealed that instrumental motivation is an insignificant factor among this group of students learning English.

However, McGeown, Norgate and Warhurst (2015) examined the relationship between intrinsic motivation, extrinsic motivation and reading skills and found that only extrinsic reading motivation associated significantly with reading skills, while among the poor readers, no aspects of motivation markedly correlated with reading ability. Further, Seymour and Walsh (2016) examined the effect of motivation on student's proficiency in reading comprehension and found that reading motivation is one of the main factors for foreign language students that help them to read more effectively. Alizadeh (2016) revealed that extrinsic motivations are very significant to the learning of English and involves giving out the rewards and presents to students. Also, Schuh, Zhang, Morgeson, Tian and van Dick (2018) concluded that motivation is a very critical factor that schools should put into consideration to improve the performance of the students. Furthermore, Ahmed (2016) showed that factors that influence reading were intrinsic and extrinsic factors, self-concept and value of reading and interest. Moreover, Kuşdemir and Bulut (2018) established that motivation explained 12-13% of the total variance in their reading comprehension. Besides, Coskun (2014) revealed that both the instrumental and integrative motivation was significant to enhance the satisfaction of the students and strengthen their capability towards working harder to achieve the goals and objectives set by the school. Gbollie and Keamu (2017) explored the influence of the motivational factors on academic performance among the Liberian junior and senior high school students and concluded that intrinsic and extrinsic motivation and learning behavior jointly affect the learning achievement of the students of the biology education department. Similarly, Ahmadi, Ismail and Abdullah, (2013) examined the relationship between

students' reading motivation and reading comprehension in the Malaysian context and concluded that motivation of the students increases their capability of reading comprehension. Therefore, it is established that the findings of the previous studies lacked a consensus on the impact of motivation on developing the interest of the students in reading comprehension, thus build a knowledge gap in the existing literature.

5.0 CONCLUSIONS

Based on the reviewed literature, it can be stated that motivation is one of the essential factors that have a direct impact on the development of comprehension skills. Besides, it is concluded that students are motivated differently. There are four types of motivation: Intrinsic motivation, extrinsic motivation, integrative motivation and instrumental motivation. Students are very much interested in any reading material that is with humor, fun, enjoyment and pleasure. This means that they prefer reading for entertainment purposes. Motivation is an essential factor to develop English reading. Teachers are the real models and motivators in arousing students' motivation. Besides, based on the literature reviewed, it can be concluded that educational institutions should specifically focus their students' attention on the crucial role of motivation in reading in their instructional courses.

6.0 RECOMMENDATIONS

It is recommended that teachers should make the classroom an enjoyable place to stimulate students and increase their confidence, spontaneity and self- stimulation. Teachers need to pay attention to students' interests and their requirements. Teachers need to integrate fun in reading and also provide an appropriate environment that will increase students' motivation. Teacher can permit the students to choose the materials that are yielded based on their needs and interests. Furthermore, teachers need to allocate more time for reading of the scripts. Likewise, it is recommended that learners need to be motivated in learning and developing their knowledge through focus on the comprehension skills. This analysis has mostly dealt with the roles of reading motivation and various kinds of motivation in comprehending a reading text. Furthermore, it is recommended that teachers need to go beyond their traditional roles by providing opportunities for their students to become motivated and develop their reading comprehension proficiency.

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