

The Relationship Between Motivation To Read And Reading Comprehension Among Pakistani ESL Undergraduate Engineering Students: An Empirical Study

Waleed Latif¹, Abdul Khalique Khoso², Mehran Anwar Memon³, Rashid Ali Chnadio⁴, Dr. Shabbar Naqvi⁵

¹M.Phil. (English, Linguistics) Basic Sciences Department Balochistan University of Engineering and Technology, Khuzdar.

²M.Phil. (English, Linguistics) Department of English Benazir Bhutto Shaheed University, Lyari, Karachi, Sindh.

³M.Phil. (English, Literature) Department of English Mohammad Ali Jinnah University, Karachi.

⁴MS (Applied Linguistics) Working as Lecturer at Department of English Benazir Bhutto Shaheed University Lyari Karachi, Pakistan.

⁵Associate Professor Department of Computer Systems Engineering Balochistan University of Engineering and Technology, Khuzdar.

Abstract

Learning English has now become an essential requirement for students in diverse countries, particularly where the instruction medium in the education context is English. The proposed study aims to analyze the association between motivation to read and to read comprehension in the case of Baluchistan's engineering undergraduate students. Comprehension in reading is described to receive the appropriate and right message from the documented Language and text. This study is based on testing the association between motivation to read and reading comprehension in the background of Baluchistan's undergraduate engineering students; thus, the topic itself implies that research is experiential and involves statistical analysis; therefore, in this study, the quantitative research design is adopted. The values that are between the thresholds of 0.4 till 0.7 are accepted, and this has caused the value below 0.4 to be rejected in outer loading. The correlation analysis indicates that there is a significant relationship between reading comprehension and instrument and grades with 10% and 5% significance levels, respectively. It is also recommended that

Baluchistan's private and public bodies should play their role in creating an environment that encourages and motivates students toward learning and reading. It is also recommended that Baluchistan's engineering colleges and universities need to plan a rewarding and awarding system that would encourage students towards reading.

Keywords: Reading Motivation, Reading Comprehension, Reading Self-Efficacy, PLS-SEM

Introduction

Learning English has now become an essential requirement for the students in diverse countries particularly where the instruction medium in education context is English. The growing demand of comprehension in English in business as well as educational context is developing compulsion on students to learn English and enhance reading comprehension (Orellana et al., 2020). Considering the primary significance of English language in Pakistan, learners particularly undergraduate engineering students, (technical courses) starts to develop reading comprehension and skills from school level and endure to learn till territory level (Chandran, & Shah, 2019). However, in technical higher studies, they reduce motivation to read in English because of low understanding ability, which limits and restricts their reading comprehension. Awan, Azher, Anwar, & Naz, (2010) is of the view that English comprehension has been an issue for Pakistan's higher studies where students communicate in English in teaching sessions only, which signifies domination of teachers in classrooms to speak and teach in English and learners get few opportunities to practice the Language that decrease their motivation to read in English and thus impact their reading comprehension (Katzir et al., 2018). Therefore, this study is based on exploring the relationship between reading motivation and reading comprehension in the context of Baluchistan's undergraduate engineering students.

In terms of the challenges associated with ESL reading skills, there are several themes identified by the researchers. As per Yoke et al., (2015), it is provided that the learners that practice ESL reading often complain about forgetting about the text that they have already read which makes them lose interest in reading. This can be considered as a major demotivating factor in this regard, it is also observed that the individuals find it difficult to maintain their concentration while reading (Katzir et al., 2018). This is because reading in another language requires more concentration and the ability to understand it as well. Reading the texts without understanding their meaning can cause the person to lose interest (Chandran, & Shah, 2019). According to Kraut, Chandler, & Hertenstein (2016), different challenges are faced by the ESL learners. One of which includes the lack of interest in learning. It is commonly observed that the students in schools are stressed to develop reading skills. However, they dread of doing it. Hence, it can be said that the lack of interest is a major barrier.

Motivation to read is found to be associated with several factors as per Wigfield et al., (2016), reading motivation comes from the desire to learn about something. It is found to be one

of the most significant factors for driving the motivation to read. Curiosity embarks the kind of motivation that can cause an individual to learn a new language in the process. In addition to this, the involvement in terms of aesthetic experience can be another major influencing force for a literary text. According to Troyer (2017), one of the major motivations to read among students in schools is the eagerness to earn more grades and good remarks from the teacher. It can be understood as the students strive for better reading skills to attain a reward. It is also observed that the recognition received by individuals when they are better at ESL reading skills, it drives them to get more motivation to read. Gratification can be considered as an intangible reward for the success in developing reading skills (Maudville, 2008).

Literature Review

Motivation to Read

Motivation to read is multivariate construct that relates to the reader's perceptions of the value of reading and their self-concepts as readers. Good readers who give more importance to reading have positive self-concepts as readers are more likely to work harder at reading tasks (Noor, 2020). According to Maudville (2008) that readers when make decisions about reading and they are given the chance for their self-expression, they get motivated enough to read. Motivation to read is found to be associated with several factors. As per Wigfield et al., (2016), reading motivation comes from the desire to learn about something. It is found to be one of the most significant factors for driving the motivation to read. According to Miyamoto, Pfost, & Artelt, (2019). motivation is the process of psychological, intentional, and behavioral actions that inspires a learner and help him or her to achieve his or her targeted goal. According to Troyer (2017), one of the major motivations to read among students in schools is the eagerness to earn more grades and good remarks from the teacher. Students always strive to achieve good grades at school, if they are not motivated enough towards reading, they may get more chances of failure than the students who are very motivated and perform well in classroom. (Ahmandi, 2017; Kim, 2020). It can be understood as the students strive for better reading skills to attain a reward. It is also observed that the recognition received by individuals when they are better at ESL reading skills, it drives them to get more motivation to read. Gratification can be considered as an intangible reward for the success in developing reading skills. (Kaplan et al., 2002).

Involvement

Involvement is related to a specific feeling, enjoyment or sense of purpose achieved from a set of reading (Schallert & Reed, 1997). For example, some readers are thoroughly engaged in mystery stories to search out that who is playing the leading role, which is only revealed at the end of the story or book. Generally, parents want to enhance their children intrinsic motivation towards academic learning which leads them towards positive attitude and success in doing their homework. Essentially, parents usually and willingly support their children to be involved in different tasks which may bring positive results in their learning styles. (Walker et al. 2011). One illustration of this could be someone reads or write for their reading pleasure. An individual who

sings or derives satisfaction from singing depending on intrinsic motivation. On the other hand, Al Khalidi (2019) says that two activities are motivating intrinsically that includes drives to explore and manipulate.

Recreation

Recreation deals with one's sense of purpose reading as he or she consider it as a leisure activity. In previous studies this concept was not given attention in previous research that were conducted in reading motivation for the readers. Nevertheless, it is a leading component of reading attitude which is considered as the strongest dimension of attitude associated with literacy. (McKenna & Kear, 1990). According to Reeve (2012) this important dimension plays an important role especially while checking skills of EFL students' reading comprehension skills. Furthermore, reading itself may directly be effortful and less associated with recreational motivation.

Curiosity

Curiosity refers to the desire of learning a topic of interest through reading (Renninger, 1992). Curiosity is an essential dimension to evaluate a student's motivation towards reading comprehension. Mostly students feel that they are not active in learning and reading motivation. It may only because of lack of motivation in learning, which will not bring a positive result into their performance. According to Olsson (2008, p. 7), curiosity and motivation is only possible by creating some set of activities or engaging the students in a specific motivated activity based on different reasons. The reasons may be basic needs, goals or an object. The main objective of reading is to achieve comprehension from the written text and to find out the active process to construct the meanings and to explore the intentional employing of comprehension strategies by the readers (Nagy & Townsend, 2012).

Self-efficacy

Self-efficacy deals with the expectations of an individual about the success he or she achieves generally based on a specific task. (Bandura, 1977). Many studies investigated that self-efficacy is related positively with achievements of reading and performance based on reading among the children of school-age. (Schunk & Rice, 1993). Bandura, (1991) explored that self-efficacy relatively associated with highness when someone reads one's indigenous Language in comparison with a foreign language. Because it may increase the sense of controlling and decreases the apparent obstacle. The self-efficacy in the reading process was found to affect the performance of the individuals in a particular task that also involves the self-efficacy behaviour. It was noticed the students who have a good skill of reading have improved self-efficacy that they are good in the reading and consequently achieve higher self-efficacy (Li & Wang, 2010). The efficacy believes for the students is considered significant to achieve the development in the areas that required efforts and persistence practices for example fluency in reading. The studies showed the association between the development of reading fluency and self-efficacy among the students

because comprehension reading helps in enhancing cognitive abilities. The association between good performance and self-efficacy was stronger among the students.

Grades and Instrumentalism

Instrumentalism and Grades are used to measure the motivational aspects of students, which can be conceptualised as extrinsic motivation. Grade is referred simply to the students for showing best performance to achieve good marks or grades in college and university (Hudson, 2000). Usually, grades are used as a main example of extrinsic motivation. Importantly, the dimension of instrumentalism also reflects extrinsic motivation in reading comprehension. The notion of instrumentality is comparable to the idea of instrumentality, which is an essential dimension of language learning motivation. (Do`rnyei, 2006). The language learning motivation based on instrumentalism creates desire to achieve something practically and in a concrete style through the Study of Language. (Hudson, 2000). According to Mori (2002), that the notion of instrumentality is same to the extrinsic motivation that increase the value in the learning of a language.

Social Family and Social Peer

According to Baker (1999) the two important dimensions of reading motivation and reading comprehension such as social family and social peers based on social purposes of reading. Social family is referred to the parenting practices. What parents expects to their children's achievements in college or university (Bornstein & Bradley, 2003). Social family also refers to the student that how much they fulfil the expectations of their parents through their achievements academically. According to Yeh and Inose (2003) students' good habit of reading represents the focus on social family reading motivation. Furthermore, social peers are also the big sources of reading motivation in the current study. Social peers are social settings that can bring massive and effective influences in the process of language learning (Fillmore, 1983). School, college, and university are the important places of socialization where a student can enhance the sense of peer solidarity (Harris, 1995). In the same way, a student can develop their reading motivation and reading achievements in well facilitated classroom by utilizing peer influences. (Isaac, Sansone, & Smith, 1999). In a nutshell, reading is to serve to attain a social competence in the classroom.

Reading Comprehension

The comprehension of reading is defined as the capability of the individuals for processing the text and understanding the accurate meaning as well as the integration of already built-up understanding and knowledge of the reader (Oakhill et al., 2014). Comprehension is also defined as achieving the in-depth understanding as to do the interpretation of a reading. According to Chang (2005) the written material can be comprehensively understood by the students by following the three steps. The first step is related to decoding of already read material. Additionally, the second step is related to making an association between the reading and prior knowledge of the reader. The third step is related to the built-up of in-depth thinking about the topic. The studies highlighted the five main strategies for reading comprehension (Oakhill et al.,

2014). These strategies include activating the background knowledge of the student engaged activities so that they associate the old knowledge with a new one. The second strategy is to do the questioning about the reading and the third step is to do the assessment of the structure of reading. The third proposed strategy for reading comprehension is to achieve the ability of visualisation and consequently summarising the knowledge based on the strategies of reading comprehension. It has been interpreted by Prihadi, Hairul and Hazri (2012) that motivation to read is considered as the huge motivation of the learners to determine their negative and positive views regarding reading. For illustration, scholars and students who read for desire and applying strategies to provision their comprehension and understanding are readers with high motivation. These kinds of learners normally consider reading as a significant aspect in their day-to-day activities, they accept complexities in the procedure of reading as well as they are also probable to be efficacious and effective readers (Retelsdorf et al., 2014).

Moreover, reading motivation is also referred as one individual and own objective and purpose and the desire associated to results, and tittle of the reading. The researcher has also confirmed a significant association amid reading proficiency and motivation. Motivation for reading is considered as a significant factor that provisions learners to read more, as well as it has a substantial association with comprehending the texts. Consequently, numerous scholars are well conscious of the significance of motivation and inspiration in learning of any language and in what ways motivation enhances understanding and comprehension amongst students (Katzir et al., 2018).

Research Methodology

Sample and Procedure

The methodology of this empirical study is purely quantitative in nature whereas, explanatory research design is used by researchers. The entire population which needs to be investigated comprises undergraduate engineering students studying in the province of Baluchistan and in the undergraduate universities in the entire country in general. However, a sample size has been reduced from only some specific students from the undergraduate engineering universities in Baluchistan. As a result of this, the sample size for this research study is 300 (n=300) undergraduate engineering students from two different universities of the Baluchistan province. The target population of this study is undergraduate engineering students of first, second, third and fourth semester at two public sector engineering universities of Baluchistan. Nonprobability sampling strategy has been adopted. This is due to the reason that the participants are required to be chosen as per their own availability and convenience. Convenience sampling strategy is used which falls under the category of non-probability sampling. This saves time to search for participants who share rare traits and features such as problems with reading, reduced reading motivation and problems in reading comprehension.

Demographic Profile

Table 1 Frequency analysis of Gender

		Gender			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	216	72.0	72.0	72.0
	Female	84	28.0	28.0	100.0
	Total	300	100.0	100.0	

Source: Authors estimation

Table 1 Frequency analysis of Age

		Age			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	15-20	58	19.3	19.3	19.3
	21-25	216	72.0	72.0	91.3
	26-30	24	8.0	8.0	99.3
	30 and above	2	.7	.7	100.0
	Total	300	100.0	100.0	

Source: Authors estimation

Table 2 Frequency analysis of Education

		Education			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Semester First	58	19.3	19.3	19.3
	Semester Second	83	27.7	27.7	47.0
	Semester third	37	12.3	12.3	59.3
	Semester Fourth	122	40.7	40.7	100.0
	Total	300	100.0	100.0	

Source: Authors estimation

Measures

In this empirical study, three different scales were used to collect the data and these scales were well-established, well cited scales in the previous studies. Therefore, the researcher adapted these scales to meet the context of present study. Moreover, research instrument is a tool, which is used to collect, measure, and analyze the data in association with the area of research. These tools are commonly used by the researchers in social sciences, health sciences and education in order to measure students, teachers and staff. According to Creswell and Millar (2000) research instrument is the assessing monitoring and recording data device. For the present study the researcher used a questionnaire and an IELTS reading comprehension test. In this research study, two research instruments have been adopted. First is Motivation to Read Questionnaire, which also includes

eight sub-variables also called as dimensions whereas, this questionnaire was based on fifty items adapted from (Baker & Wigfield, 1999). The second instrument is the reading comprehension test for the participants of the research. This reading comprehension test was adapted from Cambridge IELTS Academic 16.

Data Analysis and Findings

Measurement Model

Partial Least Square -Structural Equation Modeling (PLS-SEM) was used by researchers to analyze the data for current study. The PLS-SEM demands for the establishment of Measurement model therefore, measurement model was established before hypotheses whereas, the established measurement model ensured the model fitness, discriminant validity and internal consistency. Moreover, in order to have good results in the path analysis researchers deleted some items with lower factor loading to increases the AVE values of all variables. In the second step researchers tested the proposed hypotheses of present study. Measurement model always examines validity and reliability of the variables and their items.

Figure 2 Established measurement model

Source: Authors estimation

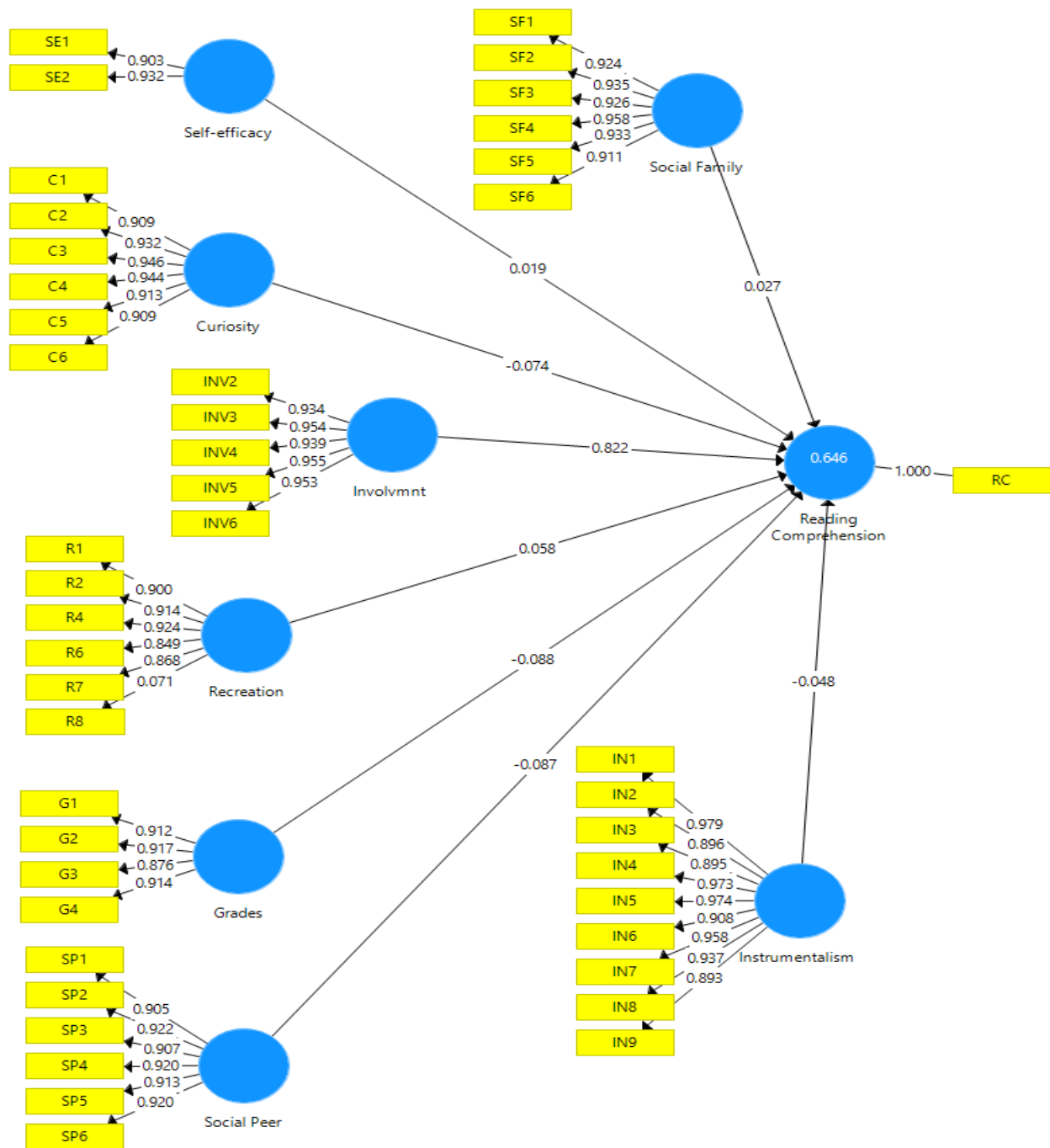


Table 4 Measurement model results

	Cronbach's Alpha	rho_A	Composite Reliability	Average Variance Extracted (AVE)
Curiosity	0.967	0.975	0.973	0.857
Grades	0.928	0.974	0.948	0.819
Instrumentalism	0.982	0.996	0.984	0.875
Involvement	0.971	0.971	0.978	0.897
RC	1.000	1.000	1.000	1.000
Recreation	0.864	0.947	0.910	0.663
Self-efficacy	0.814	0.830	0.914	0.842
Social Family	0.970	1.000	0.975	0.867
Social Peer	0.962	0.988	0.968	0.836

Source: Authors estimation

Table 4 shows that measurement model was established because Alpha, rho_A and CR was greater than 0.70 and AVE was greater than 0.50. shows that measurement model was established because Alpha, rho A and CR was greater than 0.70 and AVE was greater than 0.50. The items were significantly loaded into their respective factors. In above table Average Variance Extracted (AVE) is greater than 0.50 which is quite good and therefore, the model of current study is fit which means researcher we can go further to analyze the data according to current model. Composite Reliability, rho_A and Cronbach's Alpha is also up to the mark except proficiency.

Table 5: Discriminant Validity by Fornell and Larcker Criterion (1981)

	Curiosity	Grades	Instrumentalism	Involvement	RC	Recreation	Self-efficacy	Social Family	Social Peer
Curiosity	0.926								
Grades	0.236	0.905							

Instrumentalis	0.236	0.187	0.936						
Involvement	0.251	0.282	0.207	0.947					
RC	0.126	0.142	0.107	0.790	1.00				
Recreation	0.349	0.261	0.204	0.188	0.14	0.81			
Self-efficacy	0.204	0.127	0.285	0.171	0.13	0.19	0.918		
Social Family	0.221	0.223	0.183	0.174	0.13	0.20	0.178	0.931	
Social Peer	0.048	-0.015	0.043	-	-	0.19	0.007	0.110	0.91
				0.035	0.10	0.03			0.91
					0.06				0.05

Source: Authors estimation

Table 6: Discriminant Validity by HTMT

	Curiosit	Grade	Instru	Invol	RC	Recr	Self-	Social	Socia
	y	s	m	v		e	efficac	Famil	l
			entalis	emen		Atio	y	y	Peer
			m	t		n			
Curiosity									
Grades	0.252								
Instrumentalis	0.243	0.198							
m									
Involvement	0.259	0.289	0.209						
RC	0.126	0.140	0.103	0.802					
Recreation	0.396	0.311	0.231	0.199	0.14				
					0.09				
Self-efficacy	0.227	0.156	0.313	0.192	0.14	0.25			
					0.09	0.01			
Social Family	0.228	0.238	0.185	0.173	0.12	0.22	0.204		
					0.06	0.07			
Social Peer	0.054	0.037	0.052	0.035	0.10	0.23	0.036	0.110	
					0.01	0.06			

Source: Authors estimation

Table 6 shows that Discriminant validity by HTMT is **greater than 0.85** which shows that this validity is also established in this study. The HTMT is established, and the researcher can test the proposed hypotheses.

Hypotheses Testing

Hypotheses of present Study were tested by following the recommended guidelines of Hair et al. (2019; 2020).

Finding for Research Question One

Q:1 What is the impact of curiosity on reading comprehension of Pakistani undergraduate engineering students?

Table 7: Results of hypotheses testing (Direct Effects)

	beta	Standard Deviation (STDEV)	T Statistics (O/STDEV)	P Values
Curiosity -> Reading Comprehension	0.074	0.038	1.971	0.049

Source: Authors estimation

Table 7 shows that curiosity has a negative impact on reading comprehension of students at higher education level in Baluchistan undergraduate engineering students because the β value 0.074 and P value is 0.049. Therefore, it has a negative impact on reading comprehension. Thus, it shows that there is no significant and positive relationship between reading motivation and reading comprehension.

Finding for Research Question Two

Q:2 What is the impact of grades on reading comprehension of Pakistani undergraduate engineering students?

Table 8: Results of hypotheses testing (Direct Effects)

	Beta	Standard Deviation (STDEV)	T Statistics (O/STDEV)	P Values
Grades -> Reading Comprehension	0.088	0.038	2.288	0.023

Source: Authors estimation

Table 8 shows that grades have a positive and significant impact on reading comprehension of students at higher education level in Baluchistan undergraduate engineering students because the β value is 0.088 and P value is 0.023.

Finding for Research Question Three

Q:3 What is the impact of instrumentalism on reading comprehension of Pakistani undergraduate engineering students?

Table 9: Results of hypotheses testing (Direct Effects)

	β	Standard Deviation (STDEV)	T Statistics (O/STDEV)	P Values
Instrumentalism -> Reading Comprehension	-0.048	0.037	1.287	0.199

Source: Authors estimation

Table 9 shows that instrumentalism has a negative and insignificant impact on reading comprehension of students at higher education level in Baluchistan undergraduate engineering students because the β value -0.048 and P value is 0.199. Therefore, it has a negative impact on reading comprehension. Thus, it seems that there is no relationship between reading motivation and reading comprehension.

Finding for Research Question Four

Q:4 What is the impact of involvement on reading comprehension of Pakistani undergraduate engineering students?

Table 10: Results of hypotheses testing (Direct Effects)

	β	Standard Deviation (STDEV)	T Statistics (O/STDEV)	P Values
Involvement -> Reading Comprehension	0.822	0.037	21.970	0.000

Source: Authors estimation

Table 10 shows that involvement has a positive and significant impact on reading comprehension of students at higher education level in Baluchistan undergraduate engineering students. Because the β value 0.822 and P value is 0.000. Therefore, it has a positive impact on reading comprehension. Thus, it shows that there is a significant and positive relationship between reading motivation and reading comprehension.

Finding for Research Question Five

Q:5 What is the impact of recreation on reading comprehension of Pakistani undergraduate engineering students?

Table 11: Results of hypotheses testing (Direct Effects)

	β	Standard Deviation (STDEV)	T Statistics (O/STDEV)	P Values
--	----------	---	-------------------------------------	---------------------

Recreation -> Reading Comprehension	0.058	0.034	1.718	0.086
---	-------	-------	-------	-------

Source: Authors estimation

Table 11 shows that Recreation has a positive and significant impact on reading comprehension of students at higher education level in Baluchistan undergraduate engineering students, because the β value 0.058 and P value is 0.086. Therefore, it has a positive impact on reading comprehension. Thus, it shows that there is a positive and significant relationship between reading motivation and reading comprehension.

Finding for Research Question Six

Q:6 What is the impact of self-efficacy on reading comprehension of Pakistani undergraduate engineering students?

Table 12: Results of hypotheses testing (Direct Effects)

	β	Standard Deviation (STDEV)	T Statistics (O/STDEV)	P Values
Self-efficacy -> Reading Comprehension	0.019	0.036	0.533	0.594

Source: Authors estimation

Table 12 shows that self-efficacy has a positive but insignificant impact on reading comprehension of students at higher education level in Baluchistan undergraduate engineering students because the β Value 0.019 and P value is 0.594.

Finding for Research Question Seven

Q:7 What is the impact of social family on reading comprehension of Pakistani undergraduate engineering students?

Table 13: Results of hypotheses testing (Direct Effects)

	β	Standard Deviation (STDEV)	T Statistics (O/STDEV)	P Values
Social Family -> Reading Comprehension	0.027	0.038	0.699	0.485

Source: Authors estimation

Table 13 shows that social family has a positive and insignificant impact on reading comprehension of students at higher education level in Baluchistan undergraduate engineering students because the β Value 0.027 and P value is 0.485. Thus, it is found that there is no significant relationship between Social Family and reading comprehension.

Finding for Research Question Eight

Q:8 What is the impact of social peer on reading comprehension of Pakistani undergraduate engineering students?

Table 14: Results of hypotheses testing (Direct Effects)

	beta	Standard Deviation (STDEV)	T Statistics (O/STDEV)	P Values
Social Peer -> Reading Comprehension	-0.087	0.038	2.272	0.023

Source: Authors estimation

Table 14 shows that social peer has a negative impact on reading comprehension of students at higher education level in Baluchistan undergraduate engineering students because the β Value -0.087 and P value is 0.023.

Discussion

This study aims to analyse the association between motivation to read and reading comprehension in the case of Baluchistan's engineering undergraduate students, as there are multiple issues identified in the engineering universities of Baluchistan, faced by the students while executing their engineering degree. The results of first question revealed that curiosity has a positive and significant impact on reading comprehension of students at higher education level in Baluchistan undergraduate engineering students because the β value 0.074 and P value is 0.049. Furthermore, the results of Lin (2012) showed that reading motivation and reading comprehension of Chinese students that Chinese reading comprehension was found significantly correlated with curiosity, whereas English reading comprehension was not correlated with curiosity. Thus, in the study of Lin (2012) curiosity has a negative impact on reading comprehension. The results of grades showed that grades have a positive and significant impact on reading comprehension of students at higher education level in Baluchistan undergraduate engineering students because the β Value 0.088 and P value is 0.023. In contrast, Lin (2012) also found it negative in his study of reading motivation and reading comprehension in Chinese and English. Lin (2012) stated that no significant findings were found for the other extrinsic motivation subscale, grade, either in L1-EFL in comparison with correlational analyses. Thus, it was concluded that grades have insignificant impact on Chinese and English reading comprehension. The previous studies also reported that their grades have negative impact and insignificant relationship between reading motivation and reading comprehension (Hamamura & Heine, 2008). Furthermore, Miftari and Rexha (2018) stated that grades sometimes have a positive impact on reading motivation and reading comprehension, but usually it was recorded with negative impact on reading motivation and reading comprehension.

Instrumentalism has a negative and insignificant impact on reading comprehension of students at higher education level in Baluchistan undergraduate engineering students because the

β value -0.048 and P value is 0.199. Thus, it seems that there is no relationship between reading motivation and reading comprehension. Moreover, according to Lin (2012) that there was a significant relationship and positive impact was found between instrumentalism and reading comprehension. Because the instrumentalism as a subscale predicated English reading comprehension positively. In contrast, Cheung and Rensvold, (2001) was found that there was insignificant relationship negative impact of instrumentalism on reading comprehension. Furthermore, the results of involvement showed that it has a positive and significant impact on reading comprehension of students at higher education level in Baluchistan undergraduate engineering students. Because the β value 0.822 and P value is 0.000. In previous study conducted by Lin (2012) that involvement as a strong subscale has negative impact on reading comprehension. Lin (2012) measured the relationship between reading motivation and reading comprehension of two languages, it means L1 (Chinese Language) and EFL (English as a Foreign Language). He concluded that mostly students prefer to read in their own Language, it means L1. Therefore, involvement was a negative impact on EFL reading comprehension. According to Ellsworth and Tong (2006) that students are likely to read L1 language materials for fun or entertainment. Furthermore, reading in L1 Language is more apt to be carried out to satisfy personal interest and more likely to be tied to reading comprehension performance. (Mercurio, 2005).

The results of recreation explored that recreation has a positive and significant impact on reading comprehension of students at higher education level in Baluchistan undergraduate engineering students, because the β value 0.058 and P value is 0.086. In previous study conducted by Lin (2012) that recreation as a strong subscale has negative impact on reading comprehension. Lin (2011) measured the relationship between reading motivation and reading comprehension of two languages, it means L1 (Chinese Language) and EFL (English as a Foreign Language). He concluded that mostly students prefer to read in their own Language, it means L1. Therefore, recreation was a negative impact on EFL reading comprehension. According to Ellsworth (1995) that students are likely to read L1 language materials for fun or entertainment. Furthermore, reading in L1 Language is more apt to be carried out to satisfy personal interest and more likely to be tied to reading comprehension performance. (Mercurio, 2005).

The finding of self-efficacy suggested that it has a positive and significant impact on reading comprehension of students at higher education level in Baluchistan undergraduate engineering students because the β Value 0.019 and P value is 0.594. Similarly, it was concluded by Lin (2012) that Chinese and English reading comprehension were significantly interlinked with self-efficacy. Thus, it was associated with reading comprehension across both languages. Solheim (2011) examined whether perceived reading self-efficacy and reading task value uniquely predicted reading comprehension scores in two different item formats in a sample of fifth-grade students. Results showed that, after controlling for variance associated with reading self-efficacy was a significant positive predictor of reading comprehension scores. Social family has a positive

impact on reading comprehension of students at higher education level in Baluchistan undergraduate engineering students because the β Value 0.027 and P value is 0.485. Furthermore, Lin (2012) also found social peer as negative in his study of reading motivation and reading comprehension in Chinese and English. Social peer as a subscale of social aspect of reading was found to be higher for L1 (Chinese Language) than EFL (English as Foreign Language). According to Chang, 2006 that in daily life readings and communications among Hong Kong peers are in Chinese and compared to EFL, children would be more likely to read Chinese. The results of social peer revealed that it has a negative impact on reading comprehension of students at higher education level in Baluchistan undergraduate engineering students because the β Value -0.087 and P value is 0.023. Furthermore, Lin (2012) also found social peer as negative in his study of reading motivation and reading comprehension in Chinese and English. Social peer as a subscale of social aspect of reading was found to be higher for L1 (Chinese Language) than EFL (English as Foreign Language). According to Chang, 2006) that in daily life readings and communications among Hong Kong peers are in Chinese and compared to EFL, children would be more likely to read Chinese.

Limitations and further research

- The data for the study was collected from the two public sector engineering universities of Baluchistan only, whereas further research can include more universities including public and private sector universities.
- The data for the study were collected from engineering students only and the further research may collect the data from the students of other departments as well.
- The reading comprehension skills of students were measured through an IELTS test which might have been difficult for students to attempt due to the unfamiliarity with the test format. Future research may conduct mis method study to better understand the phenomena.

Conclusion

The aim of this study was to fill the gap in literature by investigating the relationship between motivation to read and ESL reading comprehension in Pakistani undergraduate engineering students. Current quantitative study has investigated that reading comprehension has a positive impact which was measured by reading motivation via eight subscales, such as self-efficacy, curiosity, grades, recreation, instrumentalism, involvement, social peer and social family. Reading comprehension was measured through these important dimensions of reading motivation, and it was revealed from the results that majority of adapted subscales have a positive impact on reading comprehension and significantly correlated to each other, such as involvement, recreation, self-efficacy, and social family. Since this study was conducted to find the relationship between motivation to read and ESL reading comprehension among the undergraduate engineering students of Baluchistan only. It was found from the results that involvement as a subscale of reading

motivation has a strong impact on reading comprehension and a significant relationship was found, it seems that engineering students take interest in adventure stories which develop their enthusiasm and motivate them towards reading. In the same way, it was also found from the results recreation as an important subscale has also a significant and positive impact on reading comprehension. Because usually students read in holydays for leisure. It was also noted that most of the students consider the reading as relaxing and delightful activity. While on the other hand some students accepted the notion that they feel happy when they finish reading of the book.

Furthermore, self-efficacy is the strongest subscale of motivation. It was revealed from the current study that self-efficacy has a strong and positive impact on reading comprehension. It was also found that there is a significant relationship exists between self-efficacy and reading comprehension. It is the notion of the students that they improved their reading skills with gradually. For example, if a student is not good at reading, he or she tries to make him or herself a good reader in upcoming days. Mostly, the students consider themselves as the best reader in Pakistan. They feel easy to read and write well in English. (Ahmed, Pathan & Khan, 2016). The research found that both have a strong correlation to each other. The study posed that mostly students read books because afraid of their parents. This thing compels them to read. On the other hand, some students read books for the sake of their parents' expectations. The study has also found that students visit libraries along with their parents, it helps and encourage them a lot in development of reading and reading comprehension. Additionally, the results also posed that some scales have a negative impact on reading comprehension in context of the relationship between motivation to read and ESL reading comprehension in undergraduate engineering universities. The researcher found that they were negative impact of reading comprehension.

The present study recommends that ESL teachers can play a significant role to motivate the students towards reading comprehension by providing those books which they read in best of their interest. Moreover, different learning platforms and opportunities for students can help them to develop a positive reading self-concept. Teachers can also motivate and encourage the students to read progressively more demanding books and help them carefully to select the books that are easily approachable to them and pinpoint their achievements to help students recognize their growing abilities as a reader. Moreover, in terms of supporting the pupils in carefully selecting text, the teachers can help them by giving them choices in what they take more interest. According to Pink and Mackley (2014) the best-chosen books can differentiate between the successful, enthusiastic readers, from those who get rid of reading altogether. Moreover, the present recommends that parents need to create a reading friendly environment at home and communicate their expectations about developing a regular reading habit to their children. They should also appreciate their children for reading regularly at home. It also recommended that parents should encourage and their children even on a small achievement, which helps them to be good academically. This study also recommends that the universities should provide the student a plate-

form and a good atmosphere of learning, like extra-curricular and co-curricular activities which motivate the students towards learning especially reading.

References

- Ahmadi, M. R. (2017). The impact of motivation on reading comprehension. *International Journal of Research in English Education*, 2(1), 1-7.
- Ahmed, N., Pathan, Z. H., & Khan, F. S. (2017). Exploring the causes of english language speaking anxiety among postgraduate students of university of balochistan, pakistan. *International Journal of English Linguistics*, 7(2), 99-105.
- Al Khalidi, I. (2019). Investigating motivational factors in EFL classroom from the Perspectives of students at a tertiary context in Oman. In *English Language Teaching Research in the Middle East and North Africa* (pp. 479-505). Palgrave Macmillan, Cham.
- Awan, R., Azher, M., Anwar, M. N., & Naz, A. (2010). An investigation of foreign language classroom anxiety and its relationship with students' achievement. *Journal of College Teaching & Learning*, 7(11), 33-40.
- Baker, L., & Wigfield, A. (1999). Dimensions of children's motivation for reading and their relations to reading activity and reading achievement. *Reading research quarterly*, 34(4), 452-477.
- Baker, L., & Wigfield, A. (1999). Dimensions of children's motivation for reading and their relations to reading activity and reading achievement. *Reading research quarterly*, 34(4), 452-477.
- Bandura, A. (1977). Self-efficacy: toward a unifying theory of behavioral change. *Psychological review*, 84(2), 191.
- Bandura, A. (1991). Social cognitive theory of self-regulation. *Organizational behavior and human decision processes*, 50(2), 248-287.
- Chandran, Y., & Shah, P. M. (2019). Identifying learners' difficulties in ESL reading comprehension. *Creative Education*, 10(13), 3372-3384.
- Cheung, G. W., & Rensvold, R. B. (2001). The effects of model parsimony and sampling error on the fit of structural equation models. *Organizational Research Methods*, 4(3), 236-264.
- Creswell, J. W., & Miller, D. L. (2000). Determining validity in qualitative inquiry. *Theory into practice*, 39(3), 124-130.
- Dörnyei, Z. (2006). Individual differences in second language acquisition. *AILA review*, 19(1), 42-68.
- Ellsworth, P. C., & Tong, E. M. (2006). What does it mean to be angry at yourself? Categories, appraisals, and the problem of language. *Emotion*, 6(4), 572.
- Ferizi-Miftari, J., & Rexha, B. (2018). The teachers' impact on policy making for the improvement of the school performance (the case of Kosovo). *International Journal of Education Economics and Development*, 9(1), 80-104.
- Fillmore, L. W. (1983). The language learner as an individual: Implications of research on individual differences for the ESL teacher. on *TESOL*, 82, 157-173.

- Harris, J. R. (1995). Where is the child's environment? A group socialization theory of development. *Psychological review*, 102(3), 458.
- Hudson, C. G. (2000). At the edge of chaos: A new paradigm for social work?. *Journal of Social Work Education*, 36(2), 215-230.
- Isaac, J. D., Sansone, C., & Smith, J. L. (1999). Other people as a source of interest in an activity. *Journal of Experimental Social Psychology*, 35(3), 239-265.
- Kaplan, R. B., & Grabe, W. (2002). A modern history of written discourse analysis. *Journal of second language writing*, 11(3), 191-223.
- Katzir, T., Kim, Y. S. G., & Dotan, S. (2018). Reading self-concept and reading anxiety in second grade children: The roles of word reading, emergent literacy skills, working memory and gender. *Frontiers in Psychology*, 9, 1180
- Kim, Y. S. G. (2020). Interactive dynamic literacy model: An integrative theoretical framework for reading-writing relations. In *Reading-Writing Connections* (pp. 11-34).
- Kraut, R., Chandler, T., & Hertenstein, K. (2016). The interplay of teacher training, access to resources, years of experience and professional development in tertiary ESL reading teachers perceived self-efficacy. *Gist: Education and Learning Research Journal*, (12), 132-151.
- Li, Y., & Wang, C. (2010). An empirical study of reading self-efficacy and the use of reading strategies in the Chinese EFL context. *Asian EFL Journal*, 12(2), 144-162.
- Lin, D., Wong, K.K. and McBride-Chang, C., 2012. Reading motivation and reading comprehension in Chinese and English among bilingual students. *Reading and Writing*, 25(3), pp.717-737.
- McKenna, M. C., & Kear, D. J. (1990). Measuring attitude toward reading: A new tool for teachers. *The reading teacher*, 43(9), 626-639.
- Miyamoto, A., Pfof, M., & Artelt, C. (2019). The relationship between intrinsic motivation and reading comprehension: Mediating effects of reading amount and metacognitive knowledge of strategy use. *Scientific studies of Reading*, 23(6), 445-460.
- Mori, S. (2002). *The relationship between motivation and the amount of out-of-class reading*. Temple University.
- Nagy, W., & Townsend, D. (2012). Words as tools: Learning academic vocabulary as language acquisition. *Reading research quarterly*, 47(1), 91-108.
- Noor, S. (2020). Users Satisfaction of Smartphone Technology at University Libraries of Balochistan, Pakistan: An empirical analysis. *Pakistan Library & Information Science Journal*, 51(3).
- Oakhill, J., Cain, K., & Elbro, C. (2014). *Understanding and teaching reading comprehension: A handbook*. Routledge.
- Orellana, P., Melo, C., Baldwin, P., De Julio, S., & Pezoa, J. (2020). The relationship between motivation to read and reading comprehension in Chilean elementary students. *Reading and Writing*, 33(10), 2437-2458.

- Pink, S., & Leder Mackley, K. (2014). Re-enactment methodologies for everyday life research: Art therapy insights for video ethnography. *Visual Studies*, 29(2), 146-154.
- Prihadi, K., Hairul, N. I., & Hazri, J. (2012). Mediation Effect of Locus of Control on the Causal Relationship between Students' Perceived Teachers' Expectancy and Self-Esteem. *Electronic Journal of Research in Educational Psychology*, 10(2), 713-736.
- Reeve, J. (2012). A self-determination theory perspective on student engagement. In *Handbook of research on student engagement* (pp. 149-172). Springer, Boston, MA.
- Renninger, K. A. (1992). Individual interest and development: Implications for theory and practice. *The role of interest in learning and development*, 26(3-4), 361-395.
- Retelsdorf, J., Köller, O., & Möller, J. (2014). Reading achievement and reading self-concept—Testing the reciprocal effects model. *Learning and Instruction*, 29, 21-30.
- Schallert, D. L., & Reed, J. H. (1997). The pull of the text and the process of involvement in reading. *Reading engagement: Motivating readers through integrated instruction*, 68-85.
- Schunk, D. H., & Rice, J. M. (1993). Strategy fading and progress feedback: Effects on self-efficacy and comprehension among students receiving remedial reading services. *The Journal of Special Education*, 27(3), 257-276.
- Solheim, O. J. (2011). The impact of reading self-efficacy and task value on reading comprehension scores in different item formats. *Reading Psychology*, 32(1), 1-27.
- Troyer, M. (2017). A mixed-methods study of adolescents' motivation to read. *Teachers College Record*, 119(5), 1-48.
- Walker, D. D., Neighbors, C., Rodriguez, L. M., Stephens, R. S., & Roffman, R. A. (2011). Social norms and self-efficacy among heavy using adolescent marijuana smokers. *Psychology of addictive behaviors*, 25(4), 727.
- Wigfield, A., Gladstone, J. R., & Turci, L. (2016). Beyond cognition: Reading motivation and reading comprehension. *Child development perspectives*, 10(3), 190-195.
- Yeh, C. J., & Inose, M. (2003). International students' reported English fluency, social support satisfaction, and social connectedness as predictors of acculturative stress. *Counselling Psychology Quarterly*, 16(1), 15-28.
- Yoke, S. K., Hasan, N. H., Jangga, R., & Kamal, S. N. I. M. (2015). Innovating with HOTS for the ESL Reading Class. *English Language Teaching*, 8(8), 10-17.