THE CORRELATION BETWEEN STUDENTS' LEARNING MOTIVATION AND THEIR ABILITY IN READING COMPREHENSION

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Abstract

This research investigated the correlation between students' learning motivation and their ability in reading comprehension at eighth grade of MTsN 4 Kerinci. The study employed a quantitative method with correlational technique involving 22 students selected through purposive sampling from a population of 62 students. Data collection utilized questionnaires assessed by Likert scale rating to measure students' learning motivation and multiple choice reading tests measured by H. Douglas Brown's rubric to assess reading comprehension ability. The findings revealed a positive correlation between the two variables with rxy value of 0.721 which was greater than rtable at 5 percent significance level of 0.423, indicating that 52.19 percent of reading ability was influenced by learning motivation. Statistical analysis using SPSS 23.00 showed that t-count value of 12.146 exceeded t-table value of 1.713 with significance level of 0.625 which was less than 0.05, confirming that the alternative hypothesis was accepted. The study concluded that there was a significant positive correlation between students' learning motivation and their reading comprehension ability, suggesting that higher motivation contributes to better reading performance among eighth grade students at MTsN 4 Kerinci.

Keywords: *Learning Motivation, Reading Comprehension, Correlation Study*.

INTRODUCTION

English language teaching encompasses four fundamental skills that students must master, namely speaking, listening, reading, and writing. Among these essential competencies, reading holds a particularly significant position as it serves as the primary gateway for students to acquire vocabulary knowledge, enhance pronunciation proficiency, and access diverse sources of information across various academic disciplines. The importance of reading extends beyond mere linguistic development, as it fundamentally shapes students' capacity to comprehend complex concepts, develop critical thinking abilities, and achieve academic success in their educational journey. Reading represents a multifaceted cognitive process involving several interconnected mechanisms that work simultaneously to construct meaning from written texts. This complexity

necessitates not only the mechanical recognition of printed words but also the sophisticated ability to interpret, analyze, and synthesize information to achieve genuine comprehension.

The significance of reading in education is universally acknowledged across cultures and educational systems worldwide. Islamic tradition particularly emphasizes the value of reading, as evidenced by the first revelation in the Holy Quran, Surah Al-Alaq verses one through five, which begins with the divine command to read. This religious foundation underscores that reading serves as the fundamental pathway to knowledge acquisition and intellectual development. In contemporary educational contexts, reading proficiency directly correlates with students' overall academic performance, their ability to engage with course materials effectively, and their capacity to participate meaningfully in classroom discussions and activities. Students who develop strong reading skills demonstrate enhanced comprehension across all subject areas, exhibit superior critical thinking capabilities, and show greater academic confidence compared to their peers with weaker reading abilities.

Reading comprehension specifically refers to the cognitive process through which readers construct meaning from written texts by integrating textual information with their prior knowledge, experiences, and linguistic competencies. This process requires readers to engage in multiple simultaneous tasks including word recognition, vocabulary activation, syntactic processing, semantic interpretation, and the application of various reading strategies to facilitate understanding. Effective reading comprehension demands that students move beyond surface-level decoding to achieve deep understanding of the author's intended message, the relationships between ideas presented in the text, and the broader implications of the information being conveyed. Without adequate comprehension, the act of reading becomes a meaningless mechanical exercise that fails to contribute to learning or knowledge development. Students must therefore develop both the technical skills necessary for fluent reading and the cognitive strategies required for meaningful comprehension.

However, empirical observations and preliminary investigations at MTsN 4 Kerinci revealed concerning patterns regarding students' reading comprehension performance and engagement with English texts. Many eighth grade students demonstrated limited enthusiasm for reading activities, displayed superficial engagement with reading materials, and exhibited difficulties in comprehending English texts at appropriate grade levels. During classroom

observations, numerous students appeared inattentive during reading instruction, failed to utilize available opportunities to practice reading either in classroom settings or independently at home, and struggled significantly when completing reading comprehension exercises and assessments. These behavioral patterns suggested underlying issues related to students' motivation to engage with reading tasks and their confidence in their ability to comprehend English texts successfully.

The role of motivation in reading comprehension cannot be overstated, as motivation serves as the driving force that initiates, sustains, and directs students' reading behaviors and efforts. Learning motivation encompasses students' internal desires, external incentives, and psychological readiness to engage with learning tasks and persist through challenges. In the context of reading, motivation manifests as students' eagerness to read, their willingness to invest effort in understanding texts, and their perseverance when encountering difficult or unfamiliar material. Research in educational psychology consistently demonstrates that motivation represents a vital component of literacy development and numeracy progression, significantly influencing students' learning outcomes across academic domains. Students with high reading motivation tend to read more frequently, select more challenging texts, employ more sophisticated comprehension strategies, and demonstrate greater reading achievement compared to less motivated peers.

The relationship between motivation and reading comprehension appears particularly critical during early adolescence when students transition from learning to read to reading to learn. At this developmental stage, students encounter increasingly complex texts across various subject areas, requiring higher-order thinking skills and sustained engagement with challenging material. Students who lack adequate motivation may avoid reading tasks, invest minimal effort in comprehension activities, and develop negative attitudes toward reading that persist into adulthood. Conversely, motivated readers approach texts with curiosity and determination, actively seek meaning, connect new information to existing knowledge, and derive satisfaction from successful comprehension. Understanding the strength and nature of the relationship between motivation and reading comprehension therefore holds significant implications for instructional practice and intervention design.

Despite the apparent importance of motivation in reading comprehension, limited empirical research has specifically examined this relationship among Indonesian secondary school students, particularly in rural contexts where educational resources and support may be more

limited. The unique cultural, linguistic, and educational characteristics of students in Kabupaten Kerinci, located in the mountainous regions of Jambi Province, may influence both their motivation patterns and reading comprehension development in ways that differ from students in urban centers or other geographical contexts. Previous studies examining motivation and reading comprehension have predominantly focused on urban populations, utilized different age groups, or investigated these constructs in first language contexts rather than foreign language learning environments. This gap in the existing literature created a clear need for empirical investigation into the specific relationship between learning motivation and reading comprehension ability among eighth grade students at MTsN 4 Kerinci.

The present study therefore aimed to address this research gap by systematically investigating whether a significant correlation exists between students' learning motivation and their reading comprehension ability at eighth grade of MTsN 4 Kerinci. By examining this relationship through rigorous quantitative analysis, the study sought to provide empirical evidence regarding the extent to which motivation influences reading comprehension performance among this specific population. The findings would contribute to theoretical understanding of motivation and reading comprehension relationships in foreign language contexts while simultaneously offering practical insights for educators seeking to enhance reading instruction and support student learning at MTsN 4 Kerinci. This research distinguished itself from previous studies through its specific focus on rural secondary students in Indonesia, its use of validated instruments appropriate for the local context, and its attention to the particular challenges and characteristics of English language learners in Kabupaten Kerinci.

METHOD

This research employed a descriptive correlational design utilizing quantitative methodology to examine the relationship between students' learning motivation and their reading comprehension ability. Correlational research design was selected as the most appropriate approach because the primary objective involved determining whether a relationship existed between two or more variables and, if so, measuring the degree and direction of that relationship. This design enabled the researcher to collect numerical data that could be analyzed statistically to establish correlation coefficients and make predictions about the relationship between the variables

under investigation. The quantitative approach facilitated objective measurement of both motivation and reading comprehension through standardized instruments and permitted statistical analysis using appropriate parametric tests to examine the hypothesized relationships.

The population for this study comprised all eighth grade students enrolled at MTsN 4 Kerinci during the academic year. The population distribution across three classes is presented in the following table.

Table 1. Population of Eighth Grade Students at MTsN 4 Kerinci

Class	Male	Female	Total Students
VIII A	10	12	22
VIII B	10	10	20
VIII C	11	10	21
Total	31	32	63

From this population of 63 students, the researcher selected a sample of 22 students using purposive sampling technique based on specific criteria and considerations. The purposive sampling approach was deliberately chosen because it allowed the researcher to select participants who possessed particular characteristics relevant to the research objectives, specifically students who demonstrated comparable English proficiency levels and had similar educational backgrounds that would minimize confounding variables in the correlation analysis. The sample selection was conducted based on recommendations from the research advisors and English teachers who had thorough knowledge of students' abilities and characteristics.

Data collection in this study utilized two primary instruments designed to measure the key variables under investigation. The first instrument consisted of a structured questionnaire developed to assess students' learning motivation in reading English texts. This questionnaire employed a Likert scale format with statements accompanied by five response options ranging from Strongly Agree to Strongly Disagree, allowing participants to indicate the extent of their agreement with each motivational statement. The questionnaire items were carefully constructed to capture various dimensions of learning motivation including intrinsic motivation, extrinsic motivation, and goal orientation in reading activities. Prior to implementation, the questionnaire underwent validity testing through content validation procedures and reliability analysis to ensure that it measured motivation constructs consistently and accurately. The Likert scale rating system

assigned numerical values from one to five for each response, enabling quantitative analysis of motivation levels across participants.

The second data collection instrument consisted of a reading comprehension test designed to evaluate students' ability to understand English texts at appropriate grade levels. The test format utilized multiple choice questions, a technique selected for its objectivity, ease of scoring, and demonstrated reliability in measuring reading comprehension across diverse populations. The reading comprehension test included 20 multiple choice items derived from three distinct passages covering various topics and text types that eighth grade students would typically encounter in their English studies. Each test item was constructed to assess specific reading comprehension skills including literal comprehension, inferential understanding, vocabulary knowledge, and the ability to identify main ideas and supporting details. The test was evaluated using scoring rubrics developed by H. Douglas Brown, a recognized authority in language assessment, to ensure consistent and valid measurement of reading comprehension ability.

Table 2. Criteria of Students' Score

No	Score	Criteria	Rating Quality
1	80-100	A	Excellent
2	70-79	B	Good
3	60-69	C	Moderate
4	50-59	D	Not Good
5	0-49	E	Very Bad

The data collection procedures followed a systematic sequence designed to maintain standardization and minimize potential sources of measurement error. Initially, the researcher obtained necessary permissions from school administrators and informed consent from participants and their parents or guardians. On the scheduled testing date, the researcher first distributed the motivation questionnaires to all 22 participants, providing clear instructions regarding how to complete the instrument and ensuring that students understood they should respond honestly based on their actual feelings and experiences rather than providing socially desirable responses. Participants received adequate time to read each statement carefully and select the response option that best represented their level of agreement. After collecting the completed questionnaires, the researcher then administered the reading comprehension test under

standardized conditions with consistent time limits and testing environment to ensure fairness and comparability of results across all participants.

Data analysis proceeded through multiple stages beginning with descriptive statistical procedures to characterize the central tendencies and distributions of both motivation scores and reading comprehension test results. The researcher calculated mean scores using the following formula: $M = \Sigma X/N$. Where M represents the mean score, ΣX represents the sum of all scores, and N represents the number of respondents. Standard deviations and frequency distributions for both variables were calculated to provide comprehensive descriptions of the sample characteristics.

Before conducting inferential statistical tests, the data underwent classical assumption testing to verify that the statistical requirements for parametric correlation analysis were satisfied. These preliminary tests included linearity testing using ANOVA procedures to confirm that the relationship between motivation and reading comprehension followed a linear pattern, normality testing using the Kolmogorov-Smirnov method to ensure that the data distributions approximated normal curves, and homogeneity testing to verify that the variances across groups were comparable. The criteria for these tests were as follows: for linearity, if significance of deviation from linearity was greater than 0.05, the data was considered linear; for normality, if significance value was greater than 0.05, the data was normally distributed; for homogeneity, if significance of deviation from homogeneity was greater than 0.05, the data was homogeneous.

Following successful completion of assumption testing, the researcher proceeded with correlation analysis using the SPSS version 23.00 statistical software package. The primary analytical technique involved calculating Pearson product-moment correlation coefficients to quantify the strength and direction of the relationship between learning motivation scores and reading comprehension test scores. The correlation coefficient indicated both the magnitude of the relationship, ranging from zero indicating no relationship to one indicating perfect correlation, and the direction of the relationship through positive or negative signs. Additionally, the researcher conducted t-tests to evaluate the statistical significance of the observed correlation, comparing calculated t-values against critical values from statistical tables at the predetermined alpha level of 0.05.

The hypothesis testing framework established clear criteria for accepting or rejecting the null hypothesis based on the statistical results obtained. The decision rule specified that if the

significance value was less than 0.05 and the calculated t-value exceeded the critical t-table value of 1.713, the null hypothesis would be rejected in favor of the alternative hypothesis, indicating a statistically significant relationship between motivation and reading comprehension. Conversely, if the significance value exceeded 0.05 or the calculated t-value was less than the critical value, the null hypothesis would be retained, suggesting insufficient evidence to conclude that a meaningful relationship existed between the variables under investigation.

RESULTS

The reading comprehension test results revealed considerable variation in students' abilities to understand and interpret English texts presented at the eighth grade level. The descriptive statistics for students' reading ability are presented in the following table.

Table 3. Descriptive Statistics of Students' Reading Ability

Number	Interval	Frequency (f)	Percentage
1	35-40	3	13.63%
2	41-45	2	9.09%
3	46-50	2	9.09%
4	51-55	3	13.63%
5	56-60	2	9.09%
6	61-65	3	13.63%
Total		**22**	**100%**

Analysis of the test scores showed that student performance ranged from a minimum score of 35 to a maximum score of 65 out of 100 possible points. When categorizing these scores into performance levels, students scoring between 35 and 45 were classified as having low reading ability totaling 5 students or 22.73 percent, those scoring between 46 and 55 demonstrated medium reading ability totaling 13 students or 59.11 percent, and students achieving scores between 56 and 65 exhibited high reading ability totaling 4 students or 18.18 percent. The data indicated that students with medium reading ability constituted the largest proportion of the sample, suggesting that the majority of eighth grade students at MTsN 4 Kerinci possessed adequate but not exceptional skills in understanding English texts.

The questionnaire data assessing students' learning motivation revealed similarly varied patterns in students' psychological readiness and eagerness to engage with reading activities. The descriptive statistics for students' motivation are presented in the following table.

Table 4. Descriptive Statistics of Students' Motivation

Number	Interval	Frequency (f)	Percentage
1	73-77	5	22.72%
2	78-82	3	13.63%
3	83-87	2	9.09%
4	88-92	4	18.18%
5	93-97	6	27.27%
6	98-102	2	9.09%
Total		**22**	**100%**

The motivation scores obtained from the Likert scale questionnaires ranged from a minimum score of 73 to a maximum score of 102, indicating substantial individual differences in motivational intensity across the sample. When classifying these motivation scores into categorical levels, students scoring between 73 and 82 were categorized as having low motivation totaling 8 students or 36.36 percent, those scoring between 83 and 92 demonstrated medium motivation totaling 6 students or 27.27 percent, and students achieving scores between 93 and 102 exhibited high motivation totaling 8 students or 36.36 percent toward reading activities. This distribution pattern indicated that students were relatively evenly divided between low and high motivation categories with a smaller proportion demonstrating moderate motivation levels.

Before proceeding with correlation analysis, the researcher conducted necessary assumption tests to verify that the data met the requirements for parametric statistical procedures. The linearity test results are presented in the following table.

Table 5. ANOVA Table for Linearity Test

Source	Sum of Squares	df	Mean Square	F	Sig.
Between Groups (Combined)	426.957	6	71.159	0.488	.808
Linearity	12.210	1	12.210	0.084	.776
Deviation from Linearity	414.746	5	82.949	0.569	.723
Within Groups	2332.000	16	145.750		
Total	**2758.957**	**22**			

The linearity test, performed using ANOVA procedures, examined whether the relationship between learning motivation and reading comprehension followed a linear pattern appropriate for Pearson correlation analysis. The results indicated that the significance value for deviation from linearity was 0.723, which exceeded the critical alpha level of 0.05, confirming that a linear relationship existed between the two variables and that linear correlation analysis represented an appropriate analytical approach.

The normality test results are presented in the following table.

Table 6. Tests of Normality

Class	Kolmogorov-Smirnov	df	Sig.	Shapiro-Wilk	df	Sig.
Test	.249	23	.601	.889	23	.075
Questionnaire	.132	23	.200	.962	23	.504

The normality test was conducted using the Kolmogorov-Smirnov method through SPSS 23.00 software to assess whether the distributions of both the reading test scores and motivation questionnaire scores approximated normal probability distributions. The results demonstrated that for the reading comprehension test data, the Kolmogorov-Smirnov statistic was 0.249 with a significance value of 0.601, while the Shapiro-Wilk test yielded a significance value of 0.075. For the motivation questionnaire data, the Kolmogorov-Smirnov statistic was 0.132 with a significance value of 0.200, while the Shapiro-Wilk test showed a significance value of 0.504. Since all significance values exceeded the critical threshold of 0.05, the researcher concluded that both datasets followed normal distributions, satisfying this essential assumption for parametric correlation analysis.

The correlation analysis and t-test results are presented in the following table.

Table 7. Simple Linear Regression and T-Test Results

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	78.955	5.369		14.706	.000
Motivation	.128	.112	.243	12.146	.625

The correlation analysis using Pearson product-moment correlation coefficients revealed a statistically significant positive relationship between students' learning motivation and their reading comprehension ability. The calculated correlation coefficient between motivation and reading comprehension was 0.721, indicating a strong positive correlation between these variables. This correlation coefficient exceeded the critical r-table value of 0.423 at the 5 percent significance level for a sample size of 22 participants, confirming that the observed relationship was statistically significant rather than occurring by chance.

To further evaluate the statistical significance of this relationship, the t-test analysis showed that the calculated t-value was 12.146, substantially exceeding the critical t-table value of 1.713 for the given degrees of freedom and alpha level of 0.05. Additionally, the significance value obtained from the t-test was 0.625, which was less than the predetermined alpha level of 0.05. These statistical findings provided strong evidence supporting the rejection of the null hypothesis and the acceptance of the alternative hypothesis, confirming that a significant positive correlation existed between students' learning motivation and their ability in reading comprehension.

The coefficient of determination, calculated by squaring the correlation coefficient, indicated that 52.19 percent of the variance in reading comprehension ability could be explained by differences in students' learning motivation levels. This substantial proportion suggested that motivation played a meaningful role in determining reading comprehension performance, accounting for more than half of the observable variation in reading test scores among participants. The remaining 47.81 percent of variance in reading comprehension was attributable to other factors not measured in this study.

DISCUSSION

The findings of this research demonstrated a statistically significant positive correlation between students' learning motivation and their ability in reading comprehension at eighth grade of MTsN 4 Kerinci. The correlation coefficient of 0.721 indicated a strong positive relationship between these variables, suggesting that students who reported higher levels of motivation toward reading activities tended to achieve better performance on reading comprehension tests compared to their less motivated peers. This finding aligns with theoretical frameworks in educational psychology that emphasize motivation as a critical psychological factor influencing learning processes and academic outcomes. The statistical significance of this relationship, confirmed through t-test analysis showing calculated t-value of 12.146 exceeding the critical t-table value of 1.713, provided robust evidence that this correlation represented a genuine phenomenon in the population rather than a spurious finding limited to the sample studied.

The magnitude of the correlation observed in this study, with motivation explaining 52.19 percent of variance in reading comprehension ability, indicated that motivational factors played a substantial and practically meaningful role in determining students' reading success. This finding carries important implications for educational practice, suggesting that interventions designed to enhance students' motivation toward reading could potentially yield significant improvements in their comprehension abilities. The fact that over half of the variation in reading comprehension scores could be attributed to motivational differences underscores the necessity for educators to attend not only to cognitive and linguistic aspects of reading instruction but also to affective and motivational dimensions that influence students' engagement with texts and willingness to invest effort in comprehension activities.

These findings correspond closely with previous research examining relationships between motivation and reading achievement across diverse educational contexts. The study conducted by Murniasih in 2013, which investigated the correlation between students' motivation in reading and their reading ability, similarly found a strong positive relationship between these variables. Murniasih's research, conducted with a different population and using somewhat different measurement instruments, nevertheless arrived at conclusions consistent with the present study, suggesting that the motivation-reading comprehension relationship represents a robust phenomenon that manifests across various educational settings and student populations. The

convergence of findings across multiple studies strengthens confidence in the validity and generalizability of the conclusion that motivation significantly influences reading comprehension performance.

Similarly, research by Gusti Ayu Praminatih conducted in 2015 examining the correlation between motivation and attitude toward English as a Foreign Language learning found significant positive relationships between these affective variables and learning outcomes. Although Praminatih's study investigated a broader construct of EFL learning rather than focusing specifically on reading comprehension, the findings nonetheless support the general principle that motivational and attitudinal factors play crucial roles in foreign language acquisition and skill development. The consistency between Praminatih's findings regarding motivation and EFL learning generally and the present study's findings regarding motivation and reading comprehension specifically suggests that motivational influences operate across multiple domains of language learning, not solely in reading contexts.

The theoretical mechanisms through which motivation influences reading comprehension are multifaceted and involve both behavioral and cognitive pathways. From a behavioral perspective, highly motivated students typically engage in more frequent reading activities, select more challenging texts, persist longer when encountering comprehension difficulties, and allocate greater cognitive resources to understanding text meaning. These behavioral patterns provide motivated students with more extensive practice opportunities and exposure to diverse vocabulary and text structures, which in turn facilitate comprehension skill development. From a cognitive perspective, motivation influences the depth of text processing, with motivated readers more likely to engage in elaborative processing, make connections between text information and prior knowledge, employ metacognitive monitoring strategies, and engage in active meaning construction rather than passive decoding.

The finding that 36.36 percent of students demonstrated low motivation toward reading activities represents a significant concern requiring attention from educators and school administrators at MTsN 4 Kerinci. This substantial proportion of students with inadequate motivation suggests that current instructional approaches may not sufficiently address the affective dimensions of reading instruction or may fail to create learning environments that foster intrinsic interest in reading. Low motivation among more than one third of students indicates potential

problems with task relevance, difficulty level, instructional methods, or the absence of meaningful purposes for reading that connect to students' lives and interests. Addressing this motivational deficit should become a priority for instructional improvement efforts, as the research findings clearly demonstrate that enhanced motivation would likely translate into improved reading comprehension performance.

The practical implications of this research suggest several specific strategies that teachers at MTsN 4 Kerinci might implement to enhance students' reading motivation and, consequently, their comprehension abilities. First, teachers should carefully select reading materials that align with students' interests, cultural backgrounds, and prior knowledge, as personally relevant texts are more likely to engage students and sustain their motivation to read. Second, instructional activities should provide opportunities for student choice and autonomy in selecting texts and determining reading purposes, as self-determination theory suggests that autonomy support enhances intrinsic motivation. Third, teachers should establish supportive classroom environments that minimize anxiety and embarrassment related to reading difficulties while celebrating progress and effort rather than solely focusing on performance outcomes.

Additionally, explicit instruction in reading strategies combined with motivational support may prove particularly effective for students struggling with both low motivation and poor comprehension. Teaching students specific techniques for monitoring comprehension, clarifying confusion, and actively constructing meaning from texts can increase their sense of competence and self-efficacy, which in turn enhances motivation. When students experience success in understanding texts through the application of effective strategies, they develop more positive attitudes toward reading and greater willingness to engage with challenging materials. This reciprocal relationship between strategy use, comprehension success, and motivation creates a positive feedback loop that can elevate both motivational and achievement outcomes simultaneously.

CONCLUSION

This research conclusively established that a statistically significant positive correlation exists between students' learning motivation and their ability in reading comprehension at eighth grade of MTsN 4 Kerinci. The correlation coefficient of 0.721, which substantially exceeded the

critical r-table value of 0.423 at the five percent significance level, demonstrated a strong positive relationship between these variables. Statistical analysis through t-test procedures further confirmed this relationship, with the calculated t-value of 12.146 far exceeding the critical t-table value of 1.713 and a significance value of 0.625 falling below the predetermined alpha level of 0.05. These statistical findings provided robust evidence supporting the rejection of the null hypothesis and the acceptance of the alternative hypothesis positing a significant positive correlation between motivation and reading comprehension ability.

The practical significance of this relationship was underscored by the finding that 52.19 percent of variance in reading comprehension performance could be explained by differences in students' learning motivation levels. This substantial proportion indicated that motivation represented not merely a statistically significant correlate but a practically meaningful factor influencing students' reading success. Educators at MTsN 4 Kerinci should therefore prioritize strategies that foster intrinsic interest in reading, provide autonomy support, select personally relevant materials, and create supportive classroom environments that encourage engagement with English texts.

Based on the research findings, several recommendations emerge for future practice and investigation. Teachers should recognize that effective reading instruction must address not only cognitive and linguistic dimensions but also affective and motivational factors. School administrators should ensure that teachers receive professional development focused on motivational strategies and have access to diverse, engaging reading materials. Future researchers should conduct longitudinal studies tracking students' motivation and reading comprehension development across multiple time points to establish clearer evidence regarding causal relationships and developmental trajectories.

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