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Factors that Influence the Reading Motivation of Fourth and Fifth Grade Students in a Midwest Urban Elementary School

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FACTORS THAT INFLUENCE THE READING MOTIVATION OF FOURTH AND
FIFTH GRADE STUDENTS IN A MIDWEST URBAN ELEMENTARY SCHOOL

by

Jo A. O'Garro

A DISSERTATION

Presented to the Faculty of

The Graduate College at the University of Nebraska

In Partial Fulfillment of Requirements

For the Degree of Doctor of Education

Major: Educational Administration

Under the Supervision of Dr. Kay A. Keiser

Omaha, Nebraska

December, 2017

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Abstract

FACTORS THAT INFLUENCE THE READING MOTIVATION OF FOURTH AND FIFTH GRADE STUDENTS IN A MIDWEST URBAN ELEMENTARY SCHOOL

Jo A. O'Garro, Ed.D

University of Nebraska, 2017

Advisor: Kay A. Keiser, Ed.D

Reading motivation has been found to impact both literacy development and student achievement. Unfortunately, reading motivation tends to decline as students get older, and many students lose interest in reading by middle school (Edmunds & Bauserman, 2006). This decrease can have a negative impact on achievement and may also contribute to reading achievement gaps based on gender, race, and socioeconomic status.

This study examined factors found in the Motivation for Reading Questionnaire (MRQ) that influence reading motivation for fourth and fifth grade students in a Midwest urban elementary school. In addition, the researcher sought to determine if there were significant differences in factors that influence motivation based on gender or grade level. Self-Determination Theory (SDT) was used as a framework in order to better explore both internal and external motivation factors.

Eighty-six students from a Title 1, high-performing elementary school participated in the study. Findings from this study support the idea of reading motivation

as a multidimensional construct. Students in this study were highly motivated readers and with few exceptions results agreed with other studies that report girls are more motivated than boys and reading motivation declines with age. This research found fourth and fifth grade participants were more extrinsically motivated to read, however, responses on the survey leaned more toward the intrinsic end of the SDT continuum.

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I can do all things in Him who strengthens me. – Philippians 4:13

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Chapter 1

Introduction

“Once you learn to read, you will be forever free.” – Frederick Douglass

Learning to read is perhaps the most significant skill a child learns in school and is often considered the most important subject taught in schools as well as the foundation for learning. Reading ability is critical to academic success and research has shown good readers are more successful in every subject area. Students with above basic reading skills tend to score higher on math, science, and social studies’ achievement tests and are more likely to graduate from high school and attend college. Once in college, students who exhibit higher reading literacy skills tend to be more successful academically than those with lower literacy levels; and high academic achievement leads to greater career and life options. (Brozo, 2010; Chapman, Tunmer & Prochnow, 2000; Wise, 2009).

As 21st century learners and citizens, students today will be expected to think critically in order to perform their jobs, run their households, and conduct their personal lives. Higher-level thinking and communication skills requiring advanced reading and writing abilities are necessary to succeed in an increasing interconnected and collaborative society with constantly changing technology. Unfortunately, many students today struggle to master even basic reading skills. The enthusiasm and motivation for learning to read most young children have when first entering school begins to decrease as they progress through elementary school and continues to decline through middle and high school (Edmunds & Bauserman, 2006). Hughes-Hassell & Roge (2007) found many secondary students are reading significantly below expected levels causing them to hit a “literacy ceiling” that makes them unable to “independently access the knowledge

and information embedded in the books and other printed materials that are part of a curriculum” (p. 25). Their low reading ability interferes with their ability to meet high academic standards, and three thousand students with limited literacy skills drop out of school every day. (The National Council of Teachers of English, 2006; National Endowment for the Arts, 2007).

A strong correlation exists between students’ reading motivation and engagement in reading activities. Students with higher reading motivation read more often than those with lower motivation, and girls tend to have higher motivation toward reading than boys. Boys’ reading motivation declines over time becoming increasingly more negative when the tasks and skills required to read fluently become more complicated (McKenna, Kear, & Ellsworth, 1995). The decline is more significant for African-American males and they tend to read less frequently than their White male counterparts beginning in the third and fourth grades. This disparity may contribute to the reading achievement gap that becomes progressively worse with time.

The decline in reading motivation continues as students get older and data shows a downward trend in voluntary reading over the past 20 years. A study conducted by the National Endowment for the Arts (2007) found a widespread decline in student’s reading at age 13 that continues through the rest of their lives. Data shows less than one third of 13-year-olds are daily readers, and 15 to 24-year olds spend only seven to ten minutes per day on voluntary reading, and unfortunately, “Failure to read during the elementary and middle school years has long-term consequences for children that include lack of self-confidence and motivation to learn” (Reglin, Cameron & Losike-Sedimo, 2012, p. 24).

Previous motivation studies have found access, choice, and time as significant

indicators of highly motivated readers. Worthy, Turner & Moorman (1998) found that respecting student choice was considered the most important feature of a self-selection reading program and choice increased both reading enjoyment and time spent on voluntary reading. In interviews with fourth grade students, Edmunds & Bauserman (2006) found student answers repeatedly focused on choice and personal interests for both narrative and expository texts when asked about their motivations to read. Allowing students to choose their own books and providing time during the school day had a positive impact on motivation. What may possibly be the most important conclusion from previous motivation research is that “children should not be characterized as either motivated or not motivated to read. Instead, they are motivated to read for different reasons or purposes, and it is important to distinguish among them” (Baker & Wigfield, 1999, p. 474).

Theoretical Framework

Self-determination theory (SDT) is one of the most comprehensive and widely used theories for examining motivation in education (Deci & Ryan, 1991). According to Deci (1980), self-determination is the experience of feeling autonomous over one’s behaviors and activities rather than feeling controlled or pressured. SDT centers on the development of self-regulated behavior (intrinsic motivation) based on three psychological needs: competence, relatedness, and autonomy. Competence refers to how well an individual feels he can perform a task, relatedness refers to how an individual connects with a task and with others involved in the task, and autonomy refers to a feeling that an individual is engaged in a task by choice instead of being forced (Deci & Ryan, 1985).

Deci and his colleagues found that individuals who demonstrate self-determination display greater conceptual learning and better memory at both elementary and college levels. Students who were self-determined and more intrinsically motivated had higher achievement, and they reported more positive classroom attitudes and enjoyment of schoolwork than solely extrinsically motivated students (Deci & Ryan, 1985; Deci, Vallerand, Pelletier & Ryan, 1991). While intrinsic motivation is key to SDT, Deci & Ryan (1985) also suggest that extrinsic motivation can vary in degree of self-determination. Extrinsically motivated behaviors that are recognized by and consistent with one's sense of self are considered self-determined while behaviors that are forced or pressured by external rewards are not considered self-determined.

When studying reading motivation, it is reasonable to suggest students who are provided an opportunity to read with a choice (autonomy) of reading materials will have a greater chance to connect with the text (relatedness) improving their skills and competence. While several studies have found a correlation between intrinsic motivation and reading motivation and achievement (Baker & Wigfield, 1999; Becker, McElvany & Kortenbruck, 2010; Wang & Guthrie, 2004), extrinsic motivation can also be a factor. For this reason, SDT was chosen as a framework for this study.

Statement of the Problem

Results of reading achievement tests indicate most students, especially those from minority or low socioeconomic status backgrounds, are not achieving literacy goals. Research has found motivation plays a significant role in both reading engagement and achievement. Increasing reading motivation results in more time spent reading, which leads to higher achievement (Baker & Wigfield, 1999; De Naeghel, Van Keer,

Vansteenkiste, & Rosseel, 2012; Edmunds & Bauserman, 2006; Guthrie et al., 2007; Wade, 2012).

The purpose of this study was to explore factors that influence reading motivation for fourth and fifth grade students in a Midwest urban elementary school. The study explored those factors found in the Motivation for Reading Questionnaire (MRQ) using the Self-Determination Theory as a framework. The factors explored include reading efficacy, challenge, curiosity, involvement, importance, work avoidance and competition.

Research Questions

1. Which factors found in the MRQ influence reading motivation for fourth and fifth grade students in a Midwest urban elementary school?
 - a. Are there significant differences in factors that influence reading motivation based on gender?
 - b. Are there significant differences in factors that influence reading motivation based on grade level?

Significance of the Study

Reading is often recognized as the foundational skill for all other subjects taught in school, and motivation to read has been found to affect how much and how often children read. Higher motivation increases reading activity, and reading activity affects reading ability, which leads to higher achievement and lower drop-out rates. Research has shown both economic and social limitations are associated with underachievement in reading, and understanding the diverse backgrounds of students and how they may affect motivation are becoming more important (Brozo, 2002; Froiland & Oros, 2014).

This study provides beneficial information pertaining to what motivates children from a high performing urban elementary school to read. While over 70% of students from the chosen elementary school are African American, 90% are from minority backgrounds and over 90% qualify for the National School Lunch Program (NSLP), these students have consistently outperformed the district average reading scores on the Nebraska State Accountability (NeSA) test over the past five years.

Chapter 2

Review of Literature

Reading motivation has been widely studied and has been found to impact both literacy development and student achievement. Studies in this literature review will show there are many important reasons to encourage children to read widely and often. Motivated readers tend to read more, and those who read more usually read and comprehend better and are typically better writers. Baker & Wigfield (1999) found higher levels of motivation result in more engaged reading, and “engaged readers are motivated to read for different purposes, utilize knowledge gained from previous experience to generate new understandings, and participate in meaningful social interactions around reading” (Baker & Wigfield, p. 452). Good readers find it easier to learn a second language and tend to get better jobs.

In order to build the vocabulary and background knowledge needed to become effective readers, students must develop effective reading habits early. While skills such as phonemic awareness, phonics, vocabulary, and fluency allow students to be skillful and strategic readers, improving motivation is an important factor in raising academic success. Unfortunately, reading motivation tends to decline as students get older, and many students lose interest in reading by middle school (Edmunds & Bauserman, 2006). This decrease can have a negative impact on achievement, and Gambrell (2011) suggests a lack of reading motivation may prevent students from reaching their full literacy potential. This lack of motivation may also contribute to reading achievement gaps based on gender, race, and socioeconomic status.

This literature review will highlight aspects of reading motivation that includes motivation theories (engagement, self-efficacy, expectancy-value, and self-determination), reading achievement gaps based on gender, race, and socioeconomic status, and the impact of reading motivation on academic success.

Engagement Theory

Guthrie & Wigfield (2000) developed engagement theory to explore the differences between engaged and disengaged readers and to assist educators with developing strategies to help students become more engaged. According to this theory, engaged readers are intrinsically motivated and read frequently. These readers also use metacognitive strategies to build conceptual understanding of texts they read, are often social readers, and enjoy discussing what they are reading and learning with others. While engagement theory contains the central aspects of metacognitive theory, it also emphasizes motivational, conceptual, and social aspects of learning.

Guthrie, Schafer & Huang (2001) found engagement to have more of an impact on reading comprehension achievement than any other factor such as gender, income, or ethnicity for 9-year-olds who took the 1998 National Assessment of Education Progress (NAEP). Students identified as highly engaged scored an average of 20 points higher than others in the study. Another significant finding was students from low income and low education backgrounds who were highly engaged readers outscored students from higher education and income backgrounds who were less engaged. This finding suggests engaged readers can overcome barriers to reading achievement including gender, parental education, and income.

While it may be assumed the relationship between motivation, engagement, and achievement is similar for students at all achievement levels, Klauda & Guthrie (2015) posited they may differ among struggling and advanced readers. They began their study by differentiating motivation and engagement. Motivation refers to “goals, values, and beliefs in a given area, such as reading”, while engagement refers to “behavioral displays of effort, time, and persistence in attaining desired outcomes” (Klauda & Guthrie, 2015 p. 240). The study examined these variables among 183 pairs of seventh grade struggling and advanced students matched in gender, ethnicity, socioeconomic status, and school attended. Results showed that while motivation related to engagement strongly for all readers, they predicted achievement more strongly for advanced readers than struggling readers, supporting the expectation that cognitive challenges faced by struggling readers may limit their capacity to increase achievement. Results also showed that while motivation alone did not predict achievement growth for either group, they did significantly increase reading engagement for both groups.

Bowers (2006) used engagement theory as a framework in a study of motivational factors for struggling readers in a large urban elementary school. In this study, 133 students from third through fifth grade completed the MRQ to identify common motivational characteristics of struggling readers. Struggling readers were those who attended an intervention class designed for students who were reading two years below grade level. Results showed importance, grades, and recognition were the most cited factors chosen by students in the study. Results also showed students who were in the intervention class for one year were more motivated than those who were in the class for two years.

Self-efficacy theory

Bandura's (1977) self-efficacy theory suggests a person's confidence in their own effectiveness determines their motivation level to complete a task. Efficacy beliefs determine the amount of effort expended and how long a person will persist in the face of obstacles or difficult experiences. Perceived self-efficacy affects both choice of activities and coping efforts once the activity is initiated.

Self-efficacy for reading is related to goal setting involving choice of texts and tasks associated with reading instruction. Schunk & Zimmerman (1997) found students with high self-efficacy actively participate, work harder, and persist longer when they encounter difficulties and often achieve at a higher level. However, they also found self-efficacy alone does not determine achievement, it is also dependent on necessary knowledge and skills, and frequent feedback. Maddox (2005) found similar results in a study of 64 seventh-grade students. Reader self-efficacy factors significantly affected students' motivation to read when compared to other factors such as outside feedback or comparison with peers. Results were consistent among all students regardless of race or gender, suggesting these variables had no impact on self-efficacy.

Expectancy-value theory

Expectancy-value theory focuses on individual differences in motivation along with the relationship between motivation and academic achievement. Task motivation is affected by expectancy for success and the value placed on task success. This theory posits that motivation to complete a task is affected by one's expectation of success or failure at a task and the value or relative attractiveness the individual places on the task (Eccles, 1983). Individuals are motivated to engage in various tasks for many different

reasons, however, the likelihood of success is directly correlated with the associated value of the task. The higher perceived value results in the greater probability of success. According to this theory, an increased value of reading may increase an individual's personal belief in their ability which increases the possibility of success.

Gambrell, Palmer, Codling, and Mazzoni (1996) designed the Motivation to Read Profile (MRP) around the expectancy-value theory to measure elementary reading motivation. Half the questions on the survey are related to a reader's perceived competence and half determine the value students place on reading tasks and activities. When the MRP was administered to 330 third through fifth grade students, results revealed that although students valued reading, 52% did not consider it engaging, and 47% did not feel competent as readers.

In a study with 443 elementary students from second to sixth grade, Applegate & Applegate (2010) found a correlation between age and a student's value for reading; as students progressed in school, their value for reading declined significantly. A greater number of points on the survey came from competency beliefs rather than value suggesting that although students felt they were proficient at reading, they did not value the task of reading.

Jacobs, Lanza, Osgood, Eccles & Wigfield (2002) found a decline in both competence and task value beliefs with age in a 6-year longitudinal study of 761 students in grades one through twelve. Students completed a questionnaire each spring measuring perceptions of self-competence and task values in reading. Competence beliefs declined rapidly during the elementary school years and then leveled off. The decline indicated that as students progress in grade they still see some value in reading, but may lack

confidence in their reading ability. Results also showed girls at all grade levels felt more competent and valued reading more than boys.

Self-determination theory

According to self-determination theory (SDT), self-motivation is supported by the fulfillment of three basic psychological needs: competence, relatedness (feeling connected to others) and autonomy (feeling that one's actions and pursuits are self-determined rather than being controlled by others). These needs appear to be crucial for not only growth and integration, but also for positive social development and personal well-being (Ryan & Deci, 2000). Rather than treating motivation as a singular construct, SDT recognizes people are motivated by different types of factors, both intrinsic and extrinsic, to fulfill these needs. Some are motivated because they value an activity, while others may be externally pressured.

To further examine motivation variables, Deci & Ryan (1985) developed two sub-theories within SDT. Cognitive evaluation theory (CET) specifies factors that explain intrinsic motivation and states feelings of competence will not enhance intrinsic motivation unless accompanied by a sense of autonomy and relatedness. Organismic integration theory (OIT) details four different types of extrinsic motivation and the related factors that promote or deter internalization and integration. *External regulation* describes behaviors that are performed to satisfy an external demand, the promise of a reward, or the threat of punishment. *Introjected regulation* refers to behaviors that are performed to avoid guilt or anxiety or to demonstrate ability. *Identified regulation* occurs when a behavior is accepted as personally important. *Integrated regulation*, the most autonomous form of extrinsic motivation, results from the integration of behavior directly

in line with personal values and needs. Figure 1 illustrates the continuum of motivational types within SDT, arranged from left to right in terms of degree of self-determination.

Figure 1. Self-Determination Theory Model (Ryan & Deci, 2000)

		<i>Non self-determined</i>			<i>Self-determined</i>	
		Amotivation	Extrinsic Motivation			Intrinsic Motivation
Regulatory style:	Non-Regulation	External Regulation	Introjected Regulation	Identified Regulation	Integrated Regulation	Intrinsic Regulation
Source of motivation:	Impersonal	External	Somewhat external	Somewhat internal	Internal	Internal
Motivation regulators:	No intention Incompetence Lack of control	Compliance External rewards or punishments	Ego-involvement Approval from others	Valuing an activity Endorsement of goals	Congruence Synthesis with self	Interest Enjoyment Inherent satisfaction

The Self-Determination Continuum

Using SDT as a framework, Wade (2012) examined the relationship among reading attitude, self-efficacy, motivation, and reading achievement among 81 fifth grade African-American students. Although results revealed a significant amount of variance between self-efficacy and motivation and reading attitude, there was no significance difference in reading achievement between males and females. Findings supported previous studies suggesting self-efficacy influences goal setting and task persistence which are closely related to motivation and attitude.

In a study of 1,260 fifth grade students, De Naeghel, Van Keer, Vansteenkiste, & Rosseel (2012) developed a survey to identify and measure two autonomous types of reading motivation, intrinsic and identified regulation, and two controlled types of reading motivation, introjected and external regulation. The survey, based on self-determination theory and compared with subscales of the MRQ, measured recreational and academic reading motivation. Researchers found the relationship between

autonomous and controlled reading motivation and reading behavior and performance is more strongly visible in a recreational reading context. Autonomous reading motivation resulted in more recreational reading, higher reading engagement and comprehension than controlled reading motivation. In addition, girls reported significantly higher autonomous reading motivation.

While any of these motivation theories can be used effectively when researching reading motivation, most are focused on internal motivation. Self-Determination Theory (SDT) was selected as a framework for this study in order to better explore both internal and external motivation factors.

Reading Motivation and Academic Success

Motivation to read has been correlated to higher reading achievement and comprehension in several studies. These studies show that students who are more motivated to read are more successful on standardized tests (Applegate & Applegate, 2010; Edmunds & Bauserman, 2006; Gambrell, Palmer, Codling & Mazzoni, 1996; Guthrie, Wigfield, Metsala & Cox, 2009). While the correlation is fairly consistent among differing studies, the relationship between reading motivation and reading achievement is relatively complex. In some studies, intrinsic motivation is positively correlated with reading skill and extrinsic motivation is negatively correlated, while others suggest extrinsic motivation may have a positive influence on achievement. The correlation between motivation and achievement has been found in studies with students of all ages and achievement levels.

Unfortunately, students' motivation to read decreases with age (Smith, Smith, Gilmore & Jameson, 2012; Wigfield & Guthrie, 1997). As children enter the upper

elementary grades, they are expected to comprehend more expository text and related vocabulary across the curriculum. Many children are immersed in narrative text in primary grades, which is considerably different from the informational text found in textbooks, and have a difficult time with the transition.

A variety of studies involving samples of students at third grade or higher have shown positive relations between intrinsic reading motivation and reading amount, even when controlling for prior reading achievement, gender, parent's education, and reading efficacy. In turn, reading amount is also a positive predictor of reading competence, achievement, and comprehension.

Guthrie et al., (2007) investigated reading motivation and its relation to reading comprehension growth focusing on the motivational constructs of interest, perceived control, self-efficacy, involvement, and collaboration with fourth grade students. Students completed a shortened version of the MRQ that included curiosity, preference for challenge, involvement, and efficacy items along with a comprehension reading test. Results indicated students who were highly motivated valued choice related reading and enjoyed pursuing reading independently. These students were also associated with more reading comprehension growth than those with lower motivation.

A cross-sectional study of 797 students in third through eighth grade examined the relationship between intrinsic motivation to learn, extrinsic motivation and academic achievement. Researchers found significant positive correlations between intrinsic motivation and academic outcomes in students of all grade levels, however, intrinsic motivation declined significantly from third to eighth grade. Extrinsic motivation had a

significant negative correlation suggesting the possibility that extrinsic incentives do not compensate for the declines in intrinsic motivation (Lepper, Corpus & Iyengar, 2005).

Pecjak and Peklaj (2006) found a correlation between motivation and achievement for both third and seventh grade students. In a sample of 1,042 third grade students and 1,124 seventh grade students they sought to establish dimensions of reading motivation and to identify possible differences in dimensions of motivation as a function of reading achievement. Three motivation factors were identified for younger students: interest in reading, general self-efficacy, and self-efficacy in oral reading; and statistically significant differences were found for reading achievement in interest and self-efficacy. Four motivational factors were identified for seventh-grade readers: external motivation, interest and reading in a social context, reading involvement, and self-efficacy and statistically significant differences were found on all four factors for achievement.

Using data from the Progress in International Reading Literacy Study (PIRLS) for fourth grade students, Park (2011) conducted a study focusing on motivational predictors of children's reading performance. The study examined characteristics of domain specific motivation and interactions among different factors in relation to reading performance. Reading performance scores correlated positively with intrinsic motivation and self-referenced and peer-referenced perceived competence, however, scores did not have significant correlations with extrinsic motivation. A moderate level of extrinsic motivation was positively related to reading performance when students had at least a medium level of intrinsic motivation. If intrinsic motivation was low, higher extrinsic motivation undermined reading performance. While the results support the important

role of reading motivation in relation to reading performance, they also suggest more motivation does not always result in better outcomes when the motivation is external.

Although research with elementary students shows students' motivation decreases with age, it has also been found that early reading motivation can have an impact on later achievement. In a longitudinal study of 151 second and third grade students, Kush, Watkins & Brookhart (2005) found that while primary reading attitude was unrelated to primary achievement, primary reading attitude had significant influence in predicting reading achievement in seventh grade. The study also showed a student's prior level of reading ability and his/her attitude toward reading was more predictive of future reading achievement much more than the amount of reading the student engaged in. Similar results were found in a study of 76 fourth grade students in a large Midwest elementary school. In this study, results found reading attitudes and ability are significantly related by the time student are in upper elementary grades, and there was a strong correlation between fourth grade reading attitudes and fifth grade reading scores (Guthrie, Coddington & Wigfield, 2009).

Pfost, Dorfler, and Artelt (2010) demonstrated that reading amount in third grade significantly predicts reading competence in fifth grade, while Anderson, Wilson and Fielding (1988) found time spent reading was the best predictor of growth from second to fifth grade in several areas including comprehension, vocabulary and reading speed in a study of 155 fifth grade students. After accounting for the student's second grade reading level, each increase in book reading time reported in the fifth grade led to a 4.9 percentile gain in reading comprehension, a 2.6% gain in vocabulary words known, and a 12 word per minute gain in reading speed.

Becker, McElvany & Kortenbruck (2010) examined reading frequency as a mediator between intrinsic reading motivation and reading comprehension with 740 fourth through sixth grade students. Results indicated intrinsic reading motivation in fourth grade predicted greater reading comprehension in sixth grade, and the relationship was facilitated by reading frequency. Students who were intrinsically motivated read more, and developed greater comprehension skills.

Froiland & Oros (2014) conducted a longitudinal study that focused on the relationship between intrinsic motivation, perceived competence, classroom engagement, extrinsic motivation, and the development of reading achievement. A total of 8960 students across the United States were followed from fifth through eighth grade. Results showed intrinsic motivation and perceived competence and classroom engagement in fifth grade predicted reading achievement in eighth grade. In addition, fifth grade reading achievement was a very strong predictor of eighth grade reading achievement. Unlike other studies, results also indicated extrinsic motivation was predictive of reading achievement in eighth grade suggesting both intrinsic and extrinsic motivation may contribute to achievement.

Reading Motivation and Ability Level

Reading motivation studies typically explore reading motivation by focusing on the relationship between motivation and reading skill and do not differentiate between reading abilities. There is very little research that has identified whether children with excellent or low reading skills have different relationships between motivation and ability. As with exploring differences between gender, race, or socioeconomic status, identifying differences by ability level may highlight important aspects to consider.

Logan, Medford, and Hughes (2011) conducted a study to measure the role motivation plays in reading performance for children with lower reading skill and cognitive abilities compared to those with higher skill. Students in fourth through sixth grade were administered a reading comprehension test and an intrinsic reading motivation questionnaire adapted from the MRQ focusing on the curiosity, involvement, and challenge dimensions. Results showed a greater correlation between intrinsic motivation and growth in reading comprehension in the low ability group compared to the high ability group, suggesting children with low reading skill and high intrinsic motivation may be more inclined to persevere with challenging material they find interesting.

McGeown, Norgate & Warhurst (2012) examined the relationship between reading skill, motivation, and efficacy in children with excellent or poor reading skills and sought to discover differences in their levels of intrinsic and extrinsic motivation. Students in third through eighth grade were given a reading comprehension test to measure skill and the MRQ to measure motivation. As a whole group, intrinsic motivation and efficacy were significantly associated to reading skill, however there were differences when divided into good and poor readers. With the exception of involvement, intrinsic motivation was not significantly correlated to reading skill for very good readers, however, reading skills were significantly correlated with extrinsic motivation, mainly in the aspects of grades and competition. Good readers also had strong reading efficacy. Among poor readers, reading skill did not correlate significantly with any dimension of motivation or efficacy. Differences in reading scores between good and poor readers were very large and wide differences in motivation was expected,

however, the curiosity measure of intrinsic motivation was small suggesting that all readers are interested in learning new things. The widest difference within intrinsic motivation between the two groups was in the construct of challenge suggesting good readers are more likely to select more difficult reading materials.

Reading Motivation and Achievement Gaps

With the belief that reading is essential for student success, helping all students become motivated readers is an important goal for educators. Among major concerns today are the various gaps in both reading motivation and achievement between genders, race, and socioeconomic status. According to The Nation's Report Card (2015), not only are secondary students reading below recommended levels, there is also a continuous and significant reading achievement gap between racial, gender, and socioeconomic groups that appears early and widens with age. Results from the 2015 National Assessment of Educational Progress (NAEP) show 46% of white fourth-grade students scored at or above the proficient level compared to 18% of African-American students, 39% of females compared to 33% of males, and 52% of those not eligible for the National School Lunch Program (NSLP) compared to 21% of eligible students. By 12th grade, 47% of white students score at or above the proficient level compared to 16% of African American students, and 42% of females compared to 32% of males.

A lack of motivation to read and the impact it has on achievement levels has been frequently cited as contributing largely to the achievement gaps. Student motivation is a primary concern of many teachers and a lack of motivation is at the heart of many problems faced in teaching. Research supports the idea that motivation plays a major role in learning and often makes the difference between temporary, superficial learning

and learning that is permanent and internalized (Deci & Ryan, 1985; Edmunds & Bauserman, 2006; Gordon & Lu, 2008; Wade, 2012). As Guthrie & Wigfield (2000) state, “Motivation is crucial to engagement because motivation is what activates behavior. A less motivated reader spends less time reading, exerts lower cognitive effort, and is less dedicated to full comprehension than a more highly motivated reader” (p. 406).

Reading Motivation and Gender

Entwisle, Alexander & Olson (2007) found that boys and girls begin first grade with fairly equal reading scores on standardized tests but a significant gap developed over the elementary years and by the end of fifth grade girls scored 18 points higher than boys. The gap was correlational to those children who were eligible for the National School Lunch Program (NSLP). While boys and girls who did not receive meal subsidies continued to have equal scores, boys who received meal subsidies scored significantly lower than those of girls.

This achievement gap often develops into a more critical problem, especially for African American boys. Boys overall are significantly less successful in school than girls. They are three to five times more likely to have learning disabilities placement and are 50% more likely to be retained than girls. African American males rank lowest among all groups in basic subject areas and highest in almost all measures of school failure, represent two thirds of all students in special education programs and are three times more likely to be diagnosed as learning disabled. These factors may place them at a higher risk for truancy, behavioral problems, and school dropout. Studies have shown students who drop out of school have lower lifetime earnings and higher unemployment

and incarceration rates, and are more dependent on government assistance (Merisuo-Storm, 2006; Wade, 2012).

After developing the MRQ, Wigfield and Guthrie (1997) administered the survey to 105 fourth and fifth grade students to investigate the role of grade and gender in reading motivation. Their results showed motivation predicted the amount and breadth of reading and intrinsically motivated students to read almost three times as many minutes in a day than those who were less motivated. They also found fifth grade students were less motivated than fourth grade students in the areas of reading efficacy, reading recognition, and social motivation, and girls were slightly more motivated than boys on the dimensions of self-efficacy and importance while boys had higher scores on the competition dimension.

Baker and Wigfield (1999) extended the work of Wigfield and Guthrie (1997) by conducting a study of 371 fifth and sixth grade students attending six elementary schools in a large mid-Atlantic city. There were 140 fifth graders and 230 sixth graders, 52% of the children were white, 46% were African American, 2% were other ethnicities, and 54% received free or reduced-price lunch. A major goal of the study was to assess the dimensions of reading motivation with a larger sample and to explore how motivation influences reading achievement and reading amount. They also sought to determine how the dimensions of reading motivation on the MRQ varied with grade, income, gender and ethnicity.

Results indicated that reading motivation is multidimensional based on the analysis of the mean scores on different scales that showed children endorsed some dimensions of reading motivation more than others. Both intrinsic and extrinsic

dimensions were more strongly endorsed, while the least endorsed were social and work avoidance. All motivation dimensions were statistically significantly correlated with reading activity with the most strongly related being self-efficacy and challenge. Girls results showed statistically significant correlations of motivation with achievement while boys did not. Results based on ethnicity revealed that none of the dimensions of reading motivation correlated statistically significantly for the African American students, but five dimensions correlated for white students: recognition, compliance, work avoidance, competition, and self-efficacy. Overall, there were consistent differences related to gender and ethnicity, but not to grade or family income.

A study of 288 third grade average readers examining gender differences in reading motivation found that while girls and boys are equally self-confident about themselves as readers, boys who are average readers are less motivated to read and they value reading less than girls who are average readers. Average readers were those who scored between the 30th and 60th national percentile in total reading on the Stanford Achievement Test. Researchers concluded low motivation to read for boys is strongly related to the value they place on reading activities. While others studies have shown boys who struggle to read are less motivated to spend time reading, this study found the same results for average achieving boys (Marinak & Gambrell, 2010).

In a study of 245 fifth-grade students from three schools, two which were Title I eligible, Guthrie, Coddington & Wigfield (2009) investigated how intrinsic and avoidant motivation in reading combine to predict achievement and how they relate to African American and Caucasian students. Two pairs of affirming and undermining motivations were studied; one pair was intrinsic motivation and avoidance, the other was self-efficacy

and perceived difficulty. Four motivational profiles were created: avid readers are both intrinsically motivated and nonavoidant. Avoidant readers are low on intrinsic and high on avoidance. Apathetic readers are low on both intrinsic motivation and avoidance. Ambivalent readers are high on both intrinsic and avoidance.

One important finding was intrinsic motivation did not correlate significantly with reading comprehension or word recognition for African American students but was significantly correlated for Caucasian students. Results also showed avoidance explained a higher variance in reading achievement than intrinsic motivation for African American students, and African American and Caucasian students were equally represented in the averse motivation profile group.

Summary

Reading motivation is a multidimensional construct that reflects the personal beliefs, values, and goals that encourage individuals to engage in reading. Research has shown gaps in both motivation and achievement between boys and girls that increases with age. Significant gaps have also been reported between ethnic groups and socioeconomic status. In addition, previous research supports the finding that reading motivation significantly impacts student achievement. For these reasons, further study is necessary.

Chapter 3

Methodology

This was a non-experimental quantitative study using a cross-sectional survey design to examine factors related to reading motivation among fourth and fifth grade students in an urban elementary school. According to Cresswell (2015), survey instruments are often used to describe trends or identify individual attitudes toward a specific topic, and several reading motivation studies have utilized surveys as a primary basis for research.

The purpose of this study was to explore factors that influence reading motivation for fourth and fifth grade students in a Midwest urban elementary school.

Research Questions

1. Which factors found in the MRQ influence reading motivation for fourth and fifth grade students in a Midwest urban elementary school?
 - a. Are there significant differences in factors that influence reading motivation based on gender?
 - b. Are there significant differences in factors that influence reading motivation based on grade level?

Researcher's Personal Interest

Reading has been the researcher's passion for as long as she can remember, and as an elementary school librarian for the past 13 years the researcher been able to share that passion with thousands of students. One of her favorite experiences is watching the excitement of primary students when they find out they get to choose their own books to take home to read. Many race to the nonfiction section to select books about cars,

dinosaurs, sports, ghosts, or animals. They look at the pictures, read some of the words, and share with their friends. It breaks the researcher's heart when some of these same students return the following week with a dejected look as they say their teacher or parent has told them they can only check out books they can actually read. The expectation to select materials "on their level" continues as they progress through elementary school, and by the time they move on to middle school many students seem to completely lose their motivation to read.

Over the years the researcher has pushed back on this expectation and has strived to "create an environment where independent reading is valued, promoted, and encouraged" (AASL, p.28). For many of these students the school library is the only source they have for reading materials, and the researcher believes it's important to allow them to choose based on personal preference. Her goal for every child is to see the library as an inviting place where they can explore their own interests without judgement or unnecessary expectations.

Sample

The participants in this research study were 86 fourth and fifth grade students at a high performing urban elementary school in the Midwest. These grade levels were selected based on previous research that found a substantial decline in both reading motivation and academic achievement in later elementary grades. The school's total population is 370 students, and participants were a representative group of the population. The ethnic/racial composition of the school is 70.9% African American, 9.8% Caucasian, 7.1% Hispanic, 4.6% Asian, and 7.6% multiracial with 4.7% enrolled in the English Language Learner program. The school is designated Title 1 with 93% of students

qualifying for the free/reduced lunch program. Students at this school are considered high-performing in that they consistently meet or exceed district and/or state standards on the Nebraska State Accountability (NeSA) reading test when compared to other students who qualify for the free/reduced lunch program. Figure 2 provides a breakdown of reading scores for the past five years.

Figure 2. NeSA Performance – Percent Proficient

Fourth Grade

School Year

	2011/2012	2012/2103	2013/2014	2014/2015	2015/2016
State	78	79	78	81	86
District	66	66	64	71	74
School	77	77	57	71	78

Fifth Grade

School Year

	2011/2012	2012/2103	2013/2014	2014/2015	2015/2016
State	76	79	77	82	85
District	65	65	63	72	76
School	84	77	67	73	82

Participation in the study was voluntary and consent was obtained from the school district research office, the school principal, and parents prior to survey administration.

Limitations/Delimitations

There are several limitations to the study. One is the lack of random selection for participants and the relatively small sample size of fourth and fifth grade students from a single urban public elementary school. The sample was not ethnically diverse, over 80% of participants were African-American. Results may not represent students from all

urban elementary schools or those who attend private schools.

Another limitation was the reliability of survey responses and the fact that participation was voluntary. Students may have completed the survey in order to make themselves look good or to please the researcher. To alleviate this concern, the survey was administered by the building Instructional Facilitator rather than the researcher and it was stressed there were no right or wrong answers.

Data Collection

Parental consent forms were sent home with 107 fourth and fifth grade students. Of the 107 forms sent, 89 were returned with 86 granting consent and 3 declining. Of the 86 students who returned forms granting consent, there were 51 fourth graders and 35 fifth graders. The MRQ was administered to participating students during their regularly scheduled library time to prevent any loss of instructional time. The building has a block schedule, so each grade level visits the library at the same time each day. Students were told they would be answering 53 items on a questionnaire that asks them how they feel about reading. Assent was obtained prior to administering the survey and students were told they could opt out of taking the survey or stop answering questions at any time.

The MRQ was administered by the building Instructional Facilitator using Qualtrics, a web-based survey program using laptops available in the school library. Qualtrics Research Suite (Qualtrics) is a secured, hosted platform that exports data into multiple formats including SPSS and provides the researcher with the ability to collect, export, and analyze the data efficiently. All data was secured using the University of Nebraska at Omaha's regulated Data File Server. This server is provided for use by University students and staff for the storage of regulated data.

Students were told they would be asked questions about their reading and that there were no right or wrong answers. Questions were read aloud, one at a time, giving ample time for each student to respond. No additional explanations of questions were provided; however, examples of different genres were available.

Demographic information requested from students was limited to gender, ethnicity, and grade level (see Table 1).

Table 1. Participant Demographic Information

	Fourth Grade N= 51	Fifth Grade N=35	Total N=86
Boys	28	15	43
Girls	23	20	43
African American	22	22	44
Asian American	5	1	6
Caucasian	0	1	1
Hispanic	6	0	6
Native American	6	0	6
Two or More Races	12	11	23

Data Analysis

Statistical Package for the Social Sciences (SPSS) was used to determine what relationships exist among variables. Descriptive statistics and independent sample t-tests were generated for the MRQ total scores and subscale scores with an alpha level set at .05 for all statistical significant tests. Interval tests were run on each of the 11 factors calculating the mean and standard deviation. Single sample t-tests were run on each of the 11 factors with a test value at 2.5 to compare responses to what a random population would score. To determine significant differences based on gender and grade level

independent samples t-test for each were run. Independent variables for each test were gender and grade level and dependent variables were the 11 reading motivation factors. The reliability of the MRQ for the sample of participants was tested using Cronbach's alpha. The internal consistency for all 53 items was $\alpha = .908$. The minimum acceptable reliability is .70.

Instrument

Motivation for Reading Questionnaire

Utilizing research from both general motivation and reading attitudes literature, Wigfield and Guthrie (1995) developed the MRQ to define and assess different dimensions of reading motivation. The MRQ initially consisted of 82 items with 7 or 8 items measuring each of the proposed dimensions. The proposed dimensions included reading efficacy, challenge, curiosity, aesthetics, importance, compliance, recognition, grades, social, competition, and reading work avoidance. The questionnaire was administered twice to 105 fourth and fifth grade students, once in the fall and again in the spring. Internal consistency reliabilities, item-total correlations, factor analyses, and correlations of the dimensions were conducted if the proposed aspects could be identified empirically. On the basis of factor analysis and item-total correlations, 28 items were deleted from the original list. The remaining 53 items identified 11 factors of reading motivation. These factors are efficacy, challenge, curiosity, involvement, importance, work avoidance, competition, recognition, grades, social, and compliance and are grouped into three categories.

The first category refers to competency and efficacy beliefs and includes the reading efficacy, reading challenge, and reading work avoidance factors. Reading

efficacy is the belief or expectation that one can be successful at reading. Reading challenge is the willingness to attempt difficult reading material and the satisfaction of understanding complex ideas from what is read. Reading work avoidance refers to the inclination to avoid reading activities (see Table 2) (Baker & Wigfield, 1999).

The second category addresses values and goals for reading and includes intrinsic and extrinsic factors. Intrinsic factors include reading curiosity, reading involvement, and reading importance. Reading curiosity is similar to reading interest and is characterized by the desire to read about topics of personal interest. Reading involvement refers to the pleasure gained by reading different types of texts, and reading importance is related to subjective task values (Baker & Wigfield, 2009). Extrinsic factors found in this category are competition in reading, reading recognition, and reading for grades. Competition in reading is the ambition to outperform others in reading. Reading recognition refers to the desire for receiving tangible rewards for reading performance. Reading for grades reflects the motivation to receive favorable reading evaluations (Baker & Wigfield, 1999; Wigfield & Guthrie, 1997). Although intrinsic and extrinsic motivation are often portrayed in contrast (Wigfield, Guthrie, Tonks & Perencevich, 2004), self-determination theory posits intrinsic and extrinsic motivation can be positively correlated.

The third category of factors addresses social reasons for reading. The two factors in this category are social reasons and compliance. Social reasons for reading involve sharing processes and meanings gained from reading with family and friends, while compliance refers to reading for external requirements or to meet others' expectations (Baker & Wigfield, 1999; Wigfield & Guthrie, 1997).

All 11 reading motivation factors identified on the MRQ are summarized in Table 2. The MRQ was initially developed for a sample of 105 fourth and fifth grade elementary students, and has been used successfully in several studies with students from 3rd through 8th grades. Students typically finish the MRQ in one 15 to 20-minute session.

The components of the MRQ are based on competence, efficacy, intrinsic and extrinsic motivation, and social aspects of reading and align with the self-determination theory continuum (see Figure 1).

Table 2. Components of Reading Motivation (Wigfield, 1997)

Components Tapping Competence and Efficacy Beliefs	Components Tapping Achievement Values and Goals	Components Tapping Social Components of Reading
Reading efficacy	Reading curiosity	Social reasons for reading
Reading challenge	Reading involvement	Reading compliance
Reading work avoidance	Importance of reading	
	Competition in reading	
	Reading recognition	
	Reading for grades	

In addition, Table 3 shows the alignment between the 11 reading motivation factors in the MRQ and self-determination theory style.

Table 3. Reading Motivation Factors and Self Determination Theory

MRQ Motivation Factor	MRQ Definition	Self-Determination Style (see Figure 1)
Efficacy	Belief one can be successful in reading	Introjected
Challenge	Satisfaction of mastering complex ideas	Integrated
Work Avoidance	Things disliked about reading	Amotivation
Curiosity	Desire to learn about a specific topic	Intrinsic
Involvement	Enjoying different types of text	Intrinsic

Importance	Personally important	Identified
Competition	Desire to outperform others	Introjected
Recognition	Desire to receive external recognition	Introjected
Grades	Desire for positive evaluation	External
Social	Sharing gained knowledge with others	Introjected
Compliance	Reading is required	External

Summary

In summary, this non-experimental quantitative study examined the factors that influence reading motivation for fourth and fifth grade students in an urban elementary school using the MRQ. Results were analyzed to determine the differences in motivation factors based on gender and grade level.

Chapter 4

Results

Results of the Nation's Report Card (2015) have shown students are not achieving literacy goals. Achievement gaps based on gender, ethnicity, and socioeconomic status widen with age. Reading motivation has been found to impact literacy development and student achievement and increased motivation often results in higher achievement (Edmunds & Bauserman, 2006; Wade, 2012). For these reasons, it is necessary to explore factors that motivate high achieving students from minority and low socioeconomic status backgrounds, to read.

The purpose of this non-experimental quantitative study was to explore factors that influence reading motivation for fourth and fifth grade students in a Midwest urban elementary school. Students in this school are considered high performing in that they consistently meet or exceed district and/or state standards on the Nebraska State Accountability (NeSA) reading test when compared to other students who qualify for the free/reduced lunch program. A total of 86 students participated in the study; 51 (59.3%) were fourth grade students and 35 (40.7%) were fifth grade students.

The research question that guided the study was "Which factors found in the Motivation for Reading Questionnaire (MRQ) influence reading motivation for fourth and fifth grade students in a Midwest urban elementary school?" Sub-questions were:

1. Are there significant differences in factors that influence reading motivation based on gender?
2. Are there significant differences in factors that influence reading motivation based on grade level?

Data obtained by statistical analysis of responses to the Motivation for Reading Questionnaire (MRQ) were used to report and explain the findings. MRQ factors and questionnaire items are described in Table 4.

Table 4. Motivation for Reading Questionnaire (MRQ) Factors and Corresponding Questionnaire Items

MRQ Factor	Items	No. of Items
Efficacy	7, 15, 21	3
Challenge	2, 5, 8, 16, 20	4
Work Avoidance	13, 24, 32, 40	4
Curiosity	4, 10, 14, 19, 25, 29	6
Involvement	6, 12, 22, 30, 33, 35	6
Importance	17, 27	2
Competition	1, 9, 41, 44, 49, 52	6
Recognition	18, 28, 37, 43, 47	5
Grades	3, 38, 50	3
Social	11, 26, 31, 39, 42, 45, 48	7
Compliance	23, 34, 36, 46, 51	5

The MRQ consists of 53 questions distributed among 11 factors that assess students' motivation for reading. Table 4 shows how the questionnaire items correspond to each of the factors. Students respond to each item by using a 4 point Likert scale 1 = very different from me, 2 – a little different from me, 3 = a little like me, and 4 = a lot like me. A copy of the questionnaire is in the Appendix.

Table 5. Means and Standard Deviations for Motivation Factors

Factor	N	M	SD	t	Df	Sig. (2-tailed)
Competition	86	3.13	.63	9.43	85	.000
Efficacy	86	3.40	.59	14.11	85	.000
Curiosity	86	3.24	.61	11.22	85	.000
Involvement	86	3.07	.70	7.53	85	.000
Importance	86	3.49	.67	13.74	85	.000
Recognition	86	3.29	.72	10.15	85	.000
Grades	86	3.53	.49	19.56	85	.000
Social	86	2.80	.72	3.92	85	.000
Compliance	86	3.03	.49	10.20	85	.000
Challenge	86	3.01	.66	7.29	85	.000
Work Avoidance	86	2.29	.75	-2.57	85	.012

Table 5 shows the mean scores for each factor of reading motivation, except work avoidance, were above the midpoint of 2.5 indicating that students described themselves as motivated with respect to the majority of factors. Factors with the highest mean scores were Grades ($M = 3.53$, $SD = .49$) and Importance ($M = 3.49$, $SD = .67$) and factors with the lowest were Social ($M = 2.80$, $SD = .72$) and Work Avoidance ($M = 2.29$, $SD = .75$). These results indicate students did not seek to avoid work in reading. Correlations among the 11 motivation factors are in Table 6.

Table 6. Correlations among the 11 Factors of Reading Motivation

Variable	1	2	3	4	5	6	7	8	9	10
Competition										
Efficacy	.38**									
Curiosity	.36**	.38**								
Involvement	.34**	.40**	.62**							
Importance	.30**	.46**	.43**	.39**						
Recognition	.41**	.37**	.62**	.42**	.44**					
Grades	.32**	.33**	.33**	.23*	.45**	.51**				
Social	.19	.32**	.49**	.57**	.37**	.56**	.47**			
Compliance	.40**	.12	.38**	.27*	.20	.43**	.39**	.27*		
Challenge	.31**	.53**	.63**	.62**	.55**	.46**	.35**	.42**	.14	
Avoidance	.23*	-.05	.06	.07	.05	.14	.11	.19	.36**	.00

Note. *significant at .05. **significant at .01.

Table 6 shows correlations among the 11 factors of reading motivation. Paired *t* test results show the most significant correlations were between Curiosity and Challenge ($r = .63, p < .001$), Curiosity and Involvement ($r = .62, p < .001$), Curiosity and Recognition ($r = .62, p < .001$), Involvement and Challenge ($r = .62, p < .001$) and Involvement and Social ($r = .51, p < .001$). Correlations that still showed significance differences were Involvement & Compliance ($r = .27, p < .05$), Social & Compliance ($r = .27, p < .05$), Involvement & Grades ($r = .23, p < .05$), Competition & Work Avoidance ($r = .23, p < .05$), and Competition & Work Avoidance ($r = .23, p < .05$). The majority of non-significant correlations were found with the Work Avoidance scale.

Table 7. Means and Standard Deviations for Components of Reading Motivation

Component	N	M	SD	t	Df	Sig. (2-tailed)
Competency and Efficacy Beliefs	86	2.90	.44	8.59	85	.000
Achievement Values and Goals	86	3.29	.56	16.11	85	.000
Social Components	86	2.92	.49	8.04	85	.000

Table 7 shows means and standard deviations for the three components of reading motivation based on the 11 factors found in the MRQ. Competency and Efficacy Beliefs include the Efficacy, Challenge, and Work Avoidance factors. Achievement Values and Goals include the Curiosity, Involvement, Importance, Competition, Recognition, and Grades factors. Social components include Social and Compliance factors. Mean scores for each of these components were above the midpoint of 2.5. Highest mean scores were for Achievement Values and Goals.

Table 8. Means and Standard Deviations for Self-Determination Styles

Self-Determination Style	N	M	SD	t	Df	Sig. (2-tailed)
Amotivation	86	2.29	.75	-2.57	85	.012
External Regulation	86	3.28	.41	17.81	85	.000
Introjected Regulation	86	3.16	.49	12.56	85	.000
Identified Regulation	86	3.50	.67	13.74	85	.000
Integrated Regulation	86	3.02	.66	7.29	85	.000
Intrinsic	86	3.16	.59	10.28	85	.000

Table 8 shows means and standard deviations for the six motivational types within Self-Determination Theory (SDT) that align with the reading motivation components found in the MRQ. These types range from Amotivation, which is non-self-determined to Intrinsic which is self-determined. The means for these types ranged from a low of 2.29 for Amotivation to 3.49 for Identified Regulation. While on the extrinsic side of the SDT continuum, Identified Regulation occurs when a behavior is personally valued and is considered an endorsement of personal goals.

Table 9. Correlations among the SDT Motivational Types

Variable	1	2	3	4	5
Amotivation					
External Regulation	.28**				
Introjected Regulation	.18	.59**			
Identified Regulation	.05	.39**	.54**		
Integrated Regulation	.00	.29**	.58**	.56**	
Intrinsic	.07	.40**	.69**	.45**	.69**

Note. **significant at .01.

Table 9 shows correlations among the SDT motivational types. Paired t tests showed the most significant correlations were between Introjected Regulation & Intrinsic ($r = .69, p < .001$), Integrated Regulation & Intrinsic ($r = .69, p < .001$), External Regulation & Introjected Regulation ($r = .59, p < .001$), and Introjected Regulation & Integrated Regulation ($r = .57, p < .001$).

Table 10. Gender Differences in Reading Motivation Factors

Factor	Girls		Boys		Sig. (2-tailed)
	M	SD	M	SD	
Competition	3.15	.63	3.12	.63	.842
Efficacy	3.44	.59	3.34	.58	.396
Curiosity	3.27	.57	3.21	.65	.661
Involvement	3.21	.69	2.94	.70	.078
Importance	3.56	.62	3.43	.72	.380
Recognition	3.45	.66	3.13	.76	.039
Grades	3.60	.44	3.45	.52	.167
Social	2.84	.69	2.77	.76	.671
Compliance	3.01	.41	3.07	.56	.571
Challenge	3.17	.58	2.87	.71	.036
Work Avoidance	2.19	.74	2.40	.75	.183

Independent sample *t* tests were run to assess gender differences in reading motivation. In Table 10, the full sample of students ($n = 86$, girl = 43, boy = 43) was included in the analysis and the 11 motivation factors served as dependent variables. Girls had higher mean scores than boys in nine of 11 factors. While not significantly different, boys had higher mean scores in Compliance ($M = 3.07$, $SD = .56$ vs. $M = 3.01$, $SD = .41$) and Work Avoidance ($M = 2.40$, $SD = .75$ vs. $M = 2.19$, $SD = .74$). Only two factors Recognition ($M = 3.45$, $SD = .66$ vs. $M = 3.13$, $SD = .76$) and Challenge ($M = 3.17$, $SD = .58$ vs. $M = 2.87$, $SD = .71$) showed a significant difference ($p < .05$) with girls having the higher mean scores. The factors with highest mean scores for both girls and boys were Grades ($M = 3.60$, $M = 3.45$) and Importance ($M = 3.56$, $M = 3.45$).

Table 11. Gender Differences in Components of Reading Motivation

Component	Girls		Boys		Sig. (2-tailed)
	M	SD	M	SD	
Competency and Efficacy Beliefs	2.94	.37	2.87	.49	.500
Achievement Values and Goals	3.37	.41	3.21	.49	.109
Social Components	2.92	.41	2.92	.55	.977

In Table 11, the full sample of students ($n = 86$, girl = 43, boy = 43) was included in the analysis and the 3 components of reading motivation served as dependent variables. There was no statistical significance in any component. Girls had higher mean scores than boys in Competency and Efficacy Beliefs ($M = 2.94$, $SD = .37$ vs $M = 2.87$, $SD = .49$). Girls also had higher mean scores in Achievement Values and Goals ($M = 3.37$, $SD = .41$ vs $M = 3.21$, $SD = .49$). The mean scores for the social component were equal at 2.92.

Table 12. Gender Differences in Self-Determination Styles

Self-Determination Style	Girls		Boys		Sig. (2-tailed)
	M	SD	M	SD	
Amotivation	2.19	.74	2.40	.75	.183
External Regulation	3.30	.34	3.26	.47	.632
Introjected Regulation	3.22	.42	3.09	.54	.213
Identified Regulation	3.55	.62	3.43	.72	.380
Integrated Regulation	3.17	.58	2.87	.71	.036
Intrinsic	3.23	.60	3.07	.58	.203

In Table 12, the full sample of students ($n = 86$, girl = 43, boy = 43) was included in the analysis and the six Self-Determination styles served as dependent variables. Girls had higher mean scores than boys in five of six factors. While not significantly different, boys had higher a mean score in Amotivation ($M = 2.40$, $SD = .75$ vs. $M = 2.19$, $SD = .74$). The only style showing a significant difference ($p < .05$) was Integrated Regulation ($M = 3.17$, $SD = .58$ vs. $M = 2.87$, $SD = .71$) with girls having the higher mean score. The styles with highest mean scores for both girls and boys were Identified Regulation ($M = 3.55$, $M = 3.43$) and External Regulation ($M = 3.30$, $M = 3.26$).

Table 13. Grade Level Differences in Reading Motivation Factors

Factor	Fourth Grade n = 51		Fifth Grade n = 35		Sig. (2- tailed)
	M	SD	M	SD	
Competition	3.16	.70	3.10	.51	.690
Efficacy	3.46	.55	3.29	.64	.193
Curiosity	3.25	.60	3.21	.63	.719
Involvement	3.10	.73	3.02	.67	.604
Importance	3.45	.74	3.56	.57	.474
Recognition	3.29	.74	3.29	.71	.958
Grades	3.57	.49	3.46	.49	.332
Social	2.89	.72	2.68	.72	.193
Compliance	3.00	.54	3.09	.41	.420
Challenge	3.08	.66	2.93	.66	.313
Work Avoidance	2.36	.82	2.20	.62	.338

Independent sample *t* tests were run to assess grade level differences in reading motivation. In Table 13, the full sample of students ($n = 86$, fourth grade = 51, fifth grade = 35) was included in the analysis and the 11 motivation factors served as dependent variables. While there was no significant difference in any of the factors, fourth grade students had higher mean scores than fifth grade students in eight of 11 motivation factors. Fifth grade students had higher mean scores in Importance ($M = 3.56$, $SD = .57$ vs. $M = 3.45$, $SD = .74$) and Compliance ($M = 3.09$, $SD = .41$ vs. $M = 3.00$, $SD = .54$), and mean scores were equal at 3.29 for the Recognition factor. The factors with highest mean scores for fourth grade students were Efficacy ($M = 3.46$) and Importance ($M = 3.45$). Factors with highest mean scores for fifth grade students were Importance ($M = 3.56$) and Grades ($M = 3.46$).

Table 14. Grade Level Differences in Components of Reading Motivation

Component	Fourth Grade n = 51		Fifth Grade n = 35		Sig. (2- tailed)
	M	SD	M	SD	
Competency and Efficacy Beliefs	2.97	.45	2.81	.40	.099
Achievement Values and Goals	3.31	.50	3.27	.39	.752
Social Components	2.95	.51	2.89	.44	.581

In Table 14, the full sample of students ($n = 86$, fourth grade = 51, fifth grade = 35) was included in the analysis and the 3 components of reading motivation served as dependent variables. There was no statistical significance in any component. Fourth grade students had higher mean scores than fifth grade students in all three components Competency and Efficacy Beliefs ($M = 2.97$, $SD = .45$ vs $M = 2.81$, $SD = .40$), Achievement Values and Goals ($M = 3.31$, $SD = .50$ vs $M = 3.27$, $SD = .39$) and Social Components ($M = 2.95$, $SD = .51$ vs $M = 2.89$, $SD = .44$).

Table 15. Grade Level Differences in Self-Determination Styles

Self-Determination Style	Fourth Grade n = 51		Fifth Grade n = 35		Sig. (2- tailed)
	M	SD	M	SD	
Amotivation	2.35	.82	2.20	.62	.338
External Regulation	3.29	.43	3.28	.43	.926
Introjected Regulation	3.20	.52	3.09	.43	.306
Identified Regulation	3.45	.74	3.56	.57	.474
Integrated Regulation	3.08	.66	2.93	.66	.313
Intrinsic	3.18	.59	3.12	.60	.621

In Table 15, the full sample of students ($n = 86$, fourth grade = 51, fifth grade = 35) was included in the analysis and the six Self-Determination styles served as dependent variables. While there was no significant difference in any of the factors, fourth grade students had higher mean scores than fifth grade students in five of the six styles. Fifth grade students had higher a mean score in Identified Regulation ($M = 3.56$, $SD = .57$ vs. $M = 3.45$, $SD = .74$). The styles with highest mean scores for both fourth and fifth grade students were Identified Regulation ($M = 3.45$, $M = 3.56$) and External Regulation ($M = 3.29$, $M = 3.28$).

Summary

Results of this study show motivation factors with highest mean scores for both boys and girls were Grades and Importance. Significant differences were found in two factors, Recognition and Challenge, with girls having the higher mean scores. Motivation factors with highest mean scores for fourth grade students were Efficacy and Importance. Motivation factors with highest mean scores for fifth grade students were Importance and Grades. Results also showed the self-determined style with highest mean score was Identified Regulation for all students.

Chapter 5

The purpose of this study was to explore factors that influence reading motivation for fourth and fifth grade students in a Midwest urban elementary school. The school in this study is designated Title 1, has a majority minority population, and is considered high achieving based on state standardized test scores. The sample included 86 fourth and fifth grade students. The instrument used in this study was the Motivation for Reading Questionnaire (MRQ) designed to measure 11 reading motivation factors.

The research question for this study was “Which factors found in the MRQ influence reading motivation for fourth and fifth grade students in a Midwest urban elementary school?” The two sub questions were 1, “Are there significant differences in factors that influence reading motivation based on gender?” and 2, “Are there significant differences in factors that influence reading motivation based on grade level?”. The two sub questions sought to determine if there were significant differences in factors that influence reading motivation based on gender and grade level.

The theoretical framework for the study was the Self-Determination Theory (SDT) (Deci & Ryan, 1985). This framework was chosen in order to explore both internal and external motivation factors for reading motivation. According to SDT, self-motivation is supported by the fulfillment of three basic psychological needs: competence, relatedness, and autonomy. Two sub-theories within SDT further explain intrinsic and extrinsic self-determination styles. Cognitive evaluation theory (CET) states feelings of competence will not enhance intrinsic motivation unless accompanied by a sense of autonomy and relatedness. Organismic integration theory (OIT) details four different types of extrinsic motivation and the related styles that promote or prevent

internalization and integration. These styles range from External Regulation which describes behaviors that are performed to satisfy an external demand, to Integrated Regulation, the most autonomous form of extrinsic motivation resulting from the integration of behavior directly in line with personal values and needs (Deci & Ryan, 1985; Ryan & Deci, 2000).

Individuals who demonstrate self-determination display greater conceptual learning and better memory from elementary school to college (Deci, Vallerand, Pelletier & Ryan, 1991). Students who are self-determined and more intrinsically motivated report higher achievement, more positive classroom attitudes and enjoyment of schoolwork than solely extrinsically motivated students (Deci & Ryan, 1985; Deci, Vallerand, Pelletier & Ryan, 1991). This research found that while fourth and fifth grade participants were extrinsically motivated, self-determination styles they identified with leaned more toward the intrinsic end of the SDT continuum.

Discussion of Findings

Results from this study support findings that indicate reading motivation is multidimensional and reflects the personal goals, values, and beliefs of readers (Baker & Wigfield, 1999; Bowers, 2006; Wigfield & Guthrie, 1997). Rather than thinking of students as having high or low motivation, it's important to understand there are many facets of motivation. Analysis of the mean scores on the different scales show students in this study endorsed some factors of reading motivation more strongly than others and both intrinsic and extrinsic factors were included among the highest scores.

Self Determination Styles. Results of this study indicate fourth and fifth grade students are more extrinsically motivated to read. In support of OIT, high mean scores in

Identified Regulation and External Regulation showed students find reading personally important and often read for recognition or rewards. There were strong correlations between Introjected Regulation and Intrinsic and between Integrated Regulation and Intrinsic. These correlations suggest students who desire to show competence in reading are also independent readers with a sense of autonomy and students who find reading personally important are also independent readers. This was an interesting finding in that previous research (De Naeghel, Van Keer, Vansteenkiste & Roseel, 2012) measured Introjected Regulation with External Regulation as controlled motivation and Identified Regulation with Intrinsic as autonomous motivation suggesting there was no correlation between CET and OIT factors.

Girls reported higher scores in all self-determination styles, except for Amotivation. The only significant difference was found on the Integrated Regulation scale where girls scored higher than boys. This suggests girls find reading more in line with their personal values than boys. Mean scores for girls on the continuum were highest in Identified Regulation and Intrinsic, suggesting they value reading and read for enjoyment. Boys mean scores were highest in Identified Regulation and External Regulation indicating that while they value reading, they also read for more external reasons such as grades or compliance.

These are important findings because while previous studies portray intrinsic and extrinsic motivation in contrast (Lepper, Corpus & Iyengar, 2005; McGeown, Norgate & Warhurst, 2012; Wigfield, Guthrie, Tonks & Perencevich, 2004), this study shows positive correlations between intrinsic and extrinsic motivation. This suggests extrinsic

motivation does have a positive impact on student achievement when paired with intrinsic motivation factors.

Fourth grade students scored higher in all self-determination styles except on the Identified Regulation scale. While the difference wasn't statistically significant, this may possibly indicate students find reading more important as they get older. While achievement was not measured in the current study, students at this school consistently meet or exceed reading achievement standards suggesting a possible correlation between extrinsic motivation and achievement. It is also interesting to note that fifth grade students at this school historically outscore fourth grade students on state level achievement tests.

Reading Motivation Factors. Data from this study shows that with the exception of Work Avoidance, mean scores for each factor of reading motivation were above the midpoint of 2.5. These results indicate fourth and fifth grade students identify themselves as motivated to read for many reasons. The factors ranked from highest to lowest were Grades, Importance, Efficacy, Recognition, Curiosity, Competition, Involvement, Compliance, Challenge, Social, and Work Avoidance. Data supports the majority of respondents who participated in this survey do not seek to avoid work in reading.

Independent sample *t* tests were run to assess gender and grade level differences in factors that influence reading motivation. Results for sub question one found that girls were more motivated to read than boys. Girls scored higher in Competition, Efficacy, Curiosity, Involvement, Importance, Recognition, Grades, Social, and Challenge. Boys had higher mean scores for Compliance and Work Avoidance, suggesting they are more

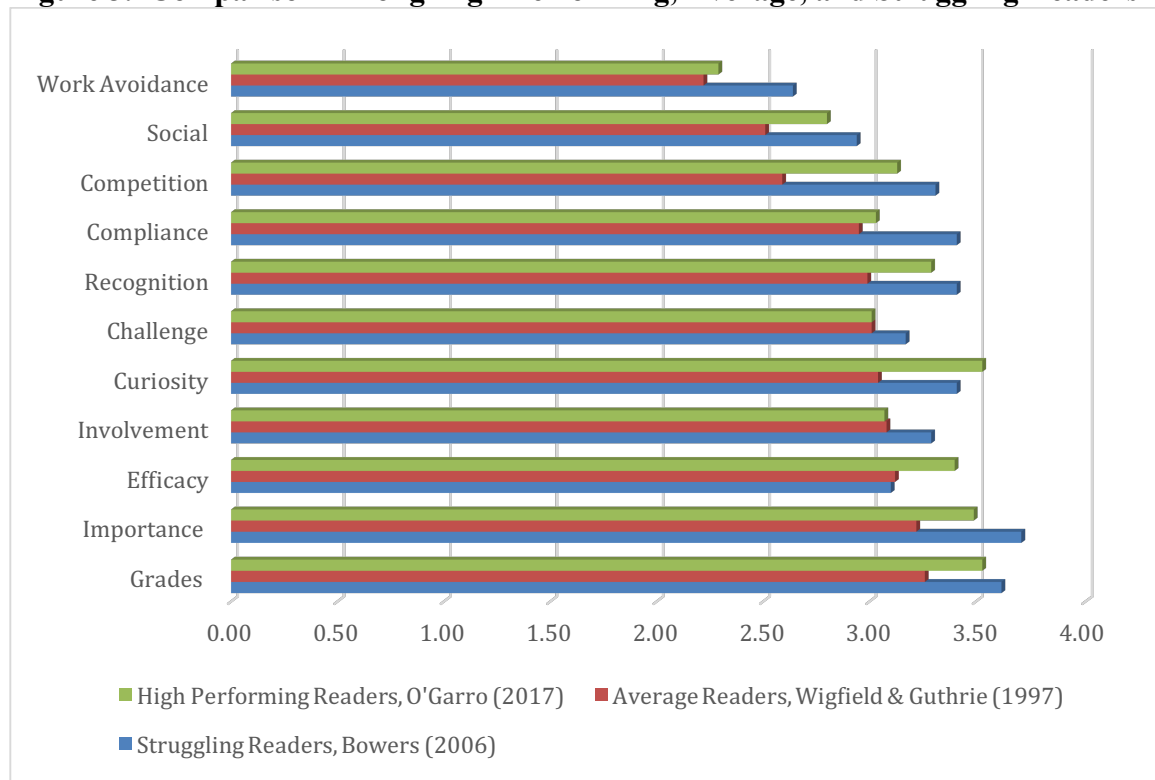
extrinsically motivated than girls. There were significant differences in the Recognition and Challenge factors, implying girls are more intrinsically motivated than boys.

Data results for sub question two indicated fourth grade students are more motivated to read than fifth grade students. Fourth grade students had higher mean scores in Competition, Efficacy, Curiosity, Involvement, Recognition, Grades, Social, Challenge, and Work Avoidance. Fifth grade students scored higher in Importance and Compliance. Mean scores were equal for the Recognition factor. These results indicate as students age their overall motivation decreases, however, their extrinsic motivation increases slightly. This researcher believes this is an indicator of older students focusing more on reading for grades rather than reading for enjoyment.

Comparisons to Previous Studies

This research study of high achieving readers aligns with studies of struggling readers (Bowers, 2008) and average readers (Wigfield & Guthrie, 1997). In both previous studies students were more extrinsically motivated. This research also found students were more extrinsically motivated. One particular area of note was the similarity among high-performing, average, and struggling readers when rank ordering means for the 11 reading motivation factors. Struggling readers had the highest average mean scores for each factor, followed by high performing and average readers. Although Grades and Importance were the top two factors in all three studies, Importance scored higher for struggling readers in the Bowers (2006) study. Efficacy was third for average and high performing readers while Recognition was third for struggling readers. This suggests high performing and average readers fall more toward the intrinsic side of the self-determination continuum. Figure 3 shows the comparison among all three studies.

Figure 3. Comparison Among High-Performing, Average, and Struggling Readers



When looking more closely at this study compared to Wigfield & Guthrie (1997), results revealed girls had higher mean scores than boys in the majority of factors. Factors that showed a statistical difference were quite different. In this study, reading motivation factors with statistical differences were Recognition and Challenge with girls having higher mean scores. Wigfield & Guthrie (1997) found statistical differences in four factors. Girls had higher mean scores in Efficacy, Importance, and Social factors while boys higher mean scores in Competition. These results seem to indicate that high achieving students are more extrinsically motivated than their average achieving counterparts.

Wigfield and Guthrie's (1997) study found statistical differences between grade levels in three factors. In all three factors, fourth grade students had higher mean scores than fifth grade students. Those factors were Efficacy, Recognition, and Social. While

results of this study did not find a statistical difference in any of the factors between fourth and fifth grade students, fourth grade students had higher mean scores than fifth grade students in eight of the 11 factors. Factors that showed higher mean scores for fifth grade students were Importance and Compliance with equal scores for the Recognition factor. This comparison reinforces the idea that high achieving students are more extrinsically motivated.

Implications

Previous research has found that increased reading motivation increases reading amount, which increases reading achievement (Applegate & Applegate, 2010; Baker & Wigfield, 1999). Previous research has also shown a positive correlation between intrinsic motivation and achievement, while there is generally a negative correlation between extrinsic motivation and achievement (Becker, McElvany & Kortenbruck, 2010; De Naeghel, Van Keer, Vansteenkiste, & Rossel, 2012). This study seems to contradict those findings. While on the intrinsic side of the self-determination continuum, students in this study are still more extrinsically motivated to read. Other studies have also shown motivation decreases as students progress through school. In this study that was generally true, however, fifth grade students did outscore fourth grade students in two reading motivation factors.

An important finding of the study related to one of the specific statements on the Motivation for Reading Questionnaire (MRQ). The statement was “I visit the library often with my family.” For this question, 66 percent of the respondents stated this was a little different or a lot different from me. These responses indicate to this researcher that the school library is their primary means of accessing reading material. Previous research

suggests students from lower socioeconomic status (SES) backgrounds are less motivated to read than those from higher SES backgrounds (Heckman, 2006) and have much lower achievement levels (Elliott, 2013; The Nation's Report Card, 2015). Research has also indicated school libraries in low SES areas lack funding and resources compared to those in wealthier districts (Adkins, 2014; Pribesh, Gavigan & Dickinson, 2011). Results from this study do not support this conclusion. Students in this study had access to a well-staffed, well-funded school library, and although 93 percent of students in this school are from a low SES background they consistently meet or exceed achievement standards. Students in this study were also highly motivated readers.

Future Research

Findings from this study support the idea of reading motivation as a multifaceted construct with several factors representing different motivation theories. With few exceptions, results agreed with other studies that report girls are more motivated than boys and reading motivation declines with age. Results differed with previous studies that showed a negative correlation between extrinsic motivation and achievement.

Gender, ethnicity, socioeconomic status, and academic performance have differing effects on reading motivation. Additional research is needed to further explore the differences in reading motivation factors for students from different socioeconomic status backgrounds and achievement levels. This could be done by working with a larger sample size of students from the same demographics of this study and include specific achievement data correlations.

As previously stated, students in this study had access to a well-staffed, well-funded school library. School and public libraries play an important role in providing

access to reading materials and research has shown a positive relationship between school libraries and student achievement (Achterman, 2008; Krashen, Lee & McQuillan, 2012). Lickteig & O'Garro (2016) reported a correlation between increased library use and a significant increase in state level reading and writing test scores. Additional research could include exploring reading motivation factors and achievement levels for students from similar backgrounds with fewer resources. This may provide further information on the role school libraries play in both motivation and achievement.

Conclusion

Discovering ways to improve reading motivation is needed in order prevent the decline in reading interest as students age. This decline contributes to achievement gaps that increase as students advance through school. The current research provides information that may help understand what factors influence reading motivation for elementary students with high poverty, high achieving backgrounds. In this study, students were driven by more extrinsic factors. Students in this study indicated they desired to demonstrate their ability to read, found reading valuable and were goal driven. Educators can use this information to develop methods to reach extrinsically motivated students. Rather than focus on rewards, teachers, school librarians and parents should acknowledge students' reading efforts and achievements, and help them set meaningful goals.

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Appendix

Motivation for Reading Questionnaire

We are interested in your reading.

The sentences tell how some students feel about reading. Listen to each sentence and decide whether it talks about a person who is like you or different from you. There are no right or wrong answers. We only want to know how you feel about reading. For many of the statements, you should think about the kinds of things you read in your class.

Here are some ones to try before we start on the ones about reading:

S1 I like ice cream.

- Very different from me (1)
- A little different from me (2)
- A little like me (3)
- A lot like me (4)

S2 I like spinach.

- Very different from me (1)
- A little different from me (2)
- A little like me (3)
- A lot like me (4)

Okay, we are ready to start on the ones about reading. Remember, when you give your answers you should think about the things you are reading in your class. There are no right or wrong answers, we just are interested in YOUR ideas about reading.

Let's turn the page and start. Please follow along with me while I read each of the statements, and then choose your answer.

I am in

4th Grade (1)

5th Grade (2)

I am

African American (1)

Asian American (2)

Caucasian (3)

Hispanic (4)

Native American (5)

Pacific Islander (6)

Two or more races (7)

I am a

girl (1)

boy (2)

Q1 I like being the best at reading.

- Very different from me (1)
- A little different from me (2)
- A little like me (3)
- A lot like me (4)

Q2 I like it when the questions in books make me think.

- Very different from me (1)
- A little different from me (2)
- A little like me (3)
- A lot like me (4)

Q3 I read to improve my grades.

- Very different from me (1)
- A little different from me (2)
- A little like me (3)
- A lot like me (4)

Q4 If the teacher discusses something interesting I might read more about it.

- Very different from me (1)
- A little different from me (2)
- A little like me (3)
- A lot like me (4)

Q5 I like hard, challenging books.

- Very different from me (1)
- A little different from me (2)
- A little like me (3)
- A lot like me (4)

Q6 I enjoy a long, involved story or fiction books.

- Very different from me (1)
- A little different from me (2)
- A little like me (3)
- A lot like me (4)

Q7 I know that I will do well in reading next year.

- Very different from me (1)
- A little different from me (2)
- A little like me (3)
- A lot like me (4)

Q8 If a book is interesting I don't care how hard it is to read.

- Very different from me (1)
- A little different from me (2)
- A little like me (3)
- A lot like me (4)

Q9 I try to get more answers right than my friends.

- Very different from me (1)
- A little different from me (2)
- A little like me (3)
- A lot like me (4)

Q10 I have favorite subjects that I like to read about.

- Very different from me (1)
- A little different from me (2)
- A little like me (3)
- A lot like me (4)

Q11 I visit the library often with my family.

- Very different from me (1)
- A little different from me (2)
- A little like me (3)
- A lot like me (4)

Q12 I make pictures in my mind when I read.

- Very different from me (1)
- A little different from me (2)
- A little like me (3)
- A lot like me (4)

Q13 I don't like reading something when the words are too difficult

- Very different from me (1)
- A little different from me (2)
- A little like me (3)
- A lot like me (4)

Q14 I enjoy reading books about people in different countries.

- Very different from me (1)
- A little different from me (2)
- A little like me (3)
- A lot like me (4)

Q15 I am a good reader.

- Very different from me (1)
- A little different from me (2)
- A little like me (3)
- A lot like me (4)

Q16 I usually learn difficult things by reading.

- Very different from me (1)
- A little different from me (2)
- A little like me (3)
- A lot like me (4)

Q17 It is very important to me to be a good reader.

- Very different from me (1)
- A little different from me (2)
- A little like me (3)
- A lot like me (4)

Q18 My parents often tell me what a good job I am doing in reading.

- Very different from me (1)
- A little different from me (2)
- A little like me (3)
- A lot like me (4)

Q19 I read to learn new information about topics that interest me.

- Very different from me (1)
- A little different from me (2)
- A little like me (3)
- A lot like me (4)

Q20 If the project is interesting, I can read difficult material.

- Very different from me (1)
- A little different from me (2)
- A little like me (3)
- A lot like me (4)

Q21 I learn more from reading than most students in the class.

- Very different from me (1)
- A little different from me (2)
- A little like me (3)
- A lot like me (4)

Q22 I read stories about fantasy and make believe.

- Very different from me (1)
- A little different from me (2)
- A little like me (3)
- A lot like me (4)

Q23 I read because I have to.

- Very different from me (1)
- A little different from me (2)
- A little like me (3)
- A lot like me (4)

Q24 I don't like vocabulary questions.

- Very different from me (1)
- A little different from me (2)
- A little like me (3)
- A lot like me (4)

Q25 I like to read about new things.

- Very different from me (1)
- A little different from me (2)
- A little like me (3)
- A lot like me (4)

Q26 I often read to my brother or my sister.

- Very different from me (1)
- A little different from me (2)
- A little like me (3)
- A lot like me (4)

Q27 In comparison to other activities I do, it is very important to me to be a good reader.

- Very different from me (1)
- A little different from me (2)
- A little like me (3)
- A lot like me (4)

Q28 I like having the teacher say I read well

- Very different from me (1)
- A little different from me (2)
- A little like me (3)
- A lot like me (4)

Q29 I read about my hobbies to learn more about them.

- Very different from me (1)
- A little different from me (2)
- A little like me (3)
- A lot like me (4)

Q30 I like mysteries.

- Very different from me (1)
- A little different from me (2)
- A little like me (3)
- A lot like me (4)

Q31 My friends and I like to trade things to read.

- Very different from me (1)
- A little different from me (2)
- A little like me (3)
- A lot like me (4)

Q32 Complicated stories are no fun to read.

- Very different from me (1)
- A little different from me (2)
- A little like me (3)
- A lot like me (4)

Q33 I read a lot of adventure stories.

- Very different from me (1)
- A little different from me (2)
- A little like me (3)
- A lot like me (4)

Q34 I do as little schoolwork as possible in reading.

- Very different from me (1)
- A little different from me (2)
- A little like me (3)
- A lot like me (4)

Q35 I feel like I make friends with people in good books.

- Very different from me (1)
- A little different from me (2)
- A little like me (3)
- A lot like me (4)

Q36 Finishing every reading assignment is very important to me.

- Very different from me (1)
- A little different from me (2)
- A little like me (3)
- A lot like me (4)

Q37 My friends sometimes tell me I am a good reader.

- Very different from me (1)
- A little different from me (2)
- A little like me (3)
- A lot like me (4)

Q38 Grades are a good way to see how well you are doing in reading.

- Very different from me (1)
- A little different from me (2)
- A little like me (3)
- A lot like me (4)

Q39 I like to help my friends with their schoolwork in reading.

- Very different from me (1)
- A little different from me (2)
- A little like me (3)
- A lot like me (4)

Q40 I don't like it when there are too many people in the story.

- Very different from me (1)
- A little different from me (2)
- A little like me (3)
- A lot like me (4)

Q41 I am willing to work hard to read better than my friends.

- Very different from me (1)
- A little different from me (2)
- A little like me (3)
- A lot like me (4)

Q42 I sometimes read to my parents.

- Very different from me (1)
- A little different from me (2)
- A little like me (3)
- A lot like me (4)

Q43 I like to get compliments for my reading.

- Very different from me (1)
- A little different from me (2)
- A little like me (3)
- A lot like me (4)

Q44 It is important for me to see my name on a list of good readers.

- Very different from me (1)
- A little different from me (2)
- A little like me (3)
- A lot like me (4)

Q45 I talk to my friends about what I am reading.

- Very different from me (1)
- A little different from me (2)
- A little like me (3)
- A lot like me (4)

Q46 I always try to finish my reading on time

- Very different from me (1)
- A little different from me (2)
- A little like me (3)
- A lot like me (4)

Q47 I am happy when someone recognizes my reading.

- Very different from me (1)
- A little different from me (2)
- A little like me (3)
- A lot like me (4)

Q48 I like to tell my family about what I am reading.

- Very different from me (1)
- A little different from me (2)
- A little like me (3)
- A lot like me (4)

Q49 I like being the only one who knows an answer in something we read.

- Very different from me (1)
- A little different from me (2)
- A little like me (3)
- A lot like me (4)

Q50 I look forward to finding out my reading grade.

- Very different from me (1)
- A little different from me (2)
- A little like me (3)
- A lot like me (4)

Q51 I always do my reading work exactly as the teacher wants it.

- Very different from me (1)
- A little different from me (2)
- A little like me (3)
- A lot like me (4)

Q52 I like to finish my reading before other students.

- Very different from me (1)
- A little different from me (2)
- A little like me (3)
- A lot like me (4)

Q53 My parents ask me about my reading grade.

- Very different from me (1)
- A little different from me (2)
- A little like me (3)
- A lot like me (4)