

2004

Reading motivation of middle school students

Sandra K. Leinen
University of Northern Iowa

Let us know how access to this document benefits you

Copyright ©2004 Sandra K. Leinen

Follow this and additional works at: <https://scholarworks.uni.edu/grp>



Part of the [Curriculum and Instruction Commons](#), and the [Language and Literacy Education Commons](#)

Recommended Citation

Leinen, Sandra K., "Reading motivation of middle school students" (2004). *Graduate Research Papers*. 1091.

<https://scholarworks.uni.edu/grp/1091>

This Open Access Graduate Research Paper is brought to you for free and open access by the Student Work at UNI ScholarWorks. It has been accepted for inclusion in Graduate Research Papers by an authorized administrator of UNI ScholarWorks. For more information, please contact scholarworks@uni.edu.

Reading motivation of middle school students

Abstract

The purpose of this literature review was to examine the motivation factors that influence middle school students' reading motivation. The literature review addresses the issue of declining reading motivation of middle school students as they progress through the grade levels. This review deals with four main areas: motivation, intrinsic motivation, extrinsic motivation, and self-efficacy. Literary resources were gathered and results of a reading survey completed by students at AHST Middle School were included. Information from both sources were reviewed and analyzed. The results of the literature review and the Avoca-Hancock-Shelby-Tennant (AHST) Middle School database indicate ways to increase middle school students' reading motivation.

READING MOTIVATION OF MIDDLE SCHOOL STUDENTS

A Graduate Literature Review

Submitted to the

Division of Middle Level Education

Department of Curriculum and Instruction

In Partial Fulfillment

Of the Requirements for the Degree

Masters of Arts in Education

UNIVERSITY OF NORTHERN IOWA

By

**Sandra K. Leinen
January 2004**

This Literature Review by: Sandra K. Leinen

Titled: Reading Motivation of Middle School Students

Has been approved as meeting the research requirement for the
Degree of Masters in Arts in Education.

January 12, 2004
Date Approved

Donna H. Schumacher-Douglas
Graduate Faculty Reader

1-13-04
Date Approved

John E. Henning
Graduate Faculty Reader

1/14/04
Date Approved

Rick Traw
Head, Department of Curriculum and Instruction

ABSTRACT

The purpose of this literature review was to examine the motivation factors that influence middle school students' reading motivation. The literature review addresses the issue of declining reading motivation of middle school students as they progress through the grade levels. This review deals with four main areas: motivation, intrinsic motivation, extrinsic motivation, and self-efficacy. Literary resources were gathered and results of a reading survey completed by students at AHST Middle School were included. Information from both sources were reviewed and analyzed. The results of the literature review and the Avoca-Hancock-Shelby-Tennant (AHST) Middle School database indicate ways to increase middle school students' reading motivation.

TABLE OF CONTENTS

LIST OF TABLES.....	v
CHAPTER	
1. INTRODUCTION.....	1
2. METHODOLOGY.....	4
3. LITERATURE REVIEW.....	7
4. CONCLUSIONS AND RECCOMENDATIONS.....	25
REFERENCES.....	29
APPENDIX	
1. APPENDIX A: Letter of Consent.....	32
2. APPENDIX B: Survey.....	34

Tables

Tables

1.	Boys Enjoyment of Reading by Grade Group.....	13
2.	Girls Enjoyment of Reading by Grade Group.....	14
3.	Students Enjoyment of Reading by Grade Group.....	15
4.	Boys Extrinsically Motivated to Read by Grade Group.....	17
5.	Girls Extrinsically Motivated to Read by Grade Group.....	18
6.	Students Extrinsically Motivated to Read by Grade Groups.....	19
7.	Boys Intrinsically Motivated to Read by Grade Group.....	21
8.	Girls Intrinsically Motivated to Read by Grade Group.....	22
9.	Students Intrinsically Motivated to Read by Grade Group.....	23

Reading Motivation of Middle School Students

CHAPTER 1

INTRODUCTION

Research shows that literacy and motivation are key ingredients in fostering a positive education for students (Wigfield, 1997). Guthrie and Davis (2003) found student reading motivation is affected by different components such as home life, teaching instruction, library and class resources. Good readers continue to read; they find books that interest them. Poor readers usually do not have the needed strategies to increase their motivation to read (Wigfield, 1997).

Students in primary grades tend to have the desire to read. They want to have books in their hands at all times. They cannot wait to get to the library to check out another book. Unfortunately, Guthrie and Davis (2003) point out this desire diminishes as students continue their middle school career. Students lose the motivation to read, thereby losing the desire to explore literature with an open mind.

As a middle school reading teacher, I have had numerous discussions with fellow teachers, parents and students on the topic of student motivation to read. Some of those discussions have been worthwhile; others have been very frustrating. Students, who had once committed themselves to reading, only to withdraw from reading in middle school, posed a challenge to me. I decided that I first had to find the factors that influenced student-reading motivation; then I would be able to find ways that would help them to change their minds and enjoy reading once again.

Purpose

The purpose of this literature review was to examine the motivation factors that influence middle school students' reading motivation. I know students' motivation to read declines as they continue through school. I wanted to research the reasons so I could make changes in my reading classroom. I reviewed sources to determine obstacles that lower student motivation and techniques used to increase reading motivation in middle school students. As a reading teacher, I will use this literature as a guide to plan and implement instruction for my middle school students. Reading scores have become high stakes outcomes for school districts in the state of Iowa, therefore we need to increase our students' reading motivation (NCLB, 2002).

The Avoca-Hancock-Shelby-Tennant (AHST) Middle School where I taught had students in grades fourth through eighth fill out a reading survey in May of each school year. Although I had administered this survey in prior years, I had not seen the results from those surveys. My building principal collected and kept the data. When writing this literature review, I included information from literary resources and as well as from the survey that had been administered in my school district.

Importance of Literature Review

This literature review will add to educators' understanding of middle school students' reading motivation. Educators will find this review of literature useful in helping to motivate students in middle school and in planning instructional strategies that will meet the needs of the students. The information will be focused on middle school students' reading motivation, but the information from the review may be applicable to other content areas to enhance instruction.

Research Question

The following research question guided the review of literature and a database of survey responses:

1. What factors influence reading motivation for seventh and eighth grade students?

Terminology

In order for readers to have a common understanding of the terms used in this paper the following are defined:

Intrinsic Motivation: (a) preference for hard or challenging tasks, (b) learning that is driven by curiosity or interest, and (c) striving for competence and mastery (Eccles, 2002).

Extrinsic Motivation: being motivated in an activity as a means to an end, such as receiving a reward or because someone tells you to do the activity (Deci & Ryan, 1985; Harter, 1981).

Motivation: to move; hence in this basic sense the study of motivation is the study of action (Eccles (2002).

Self-Efficacy: an individual's confidence in their ability to organize and execute a given course of action to solve a problem or accomplish a task (Bandura, 1997).

CHAPTER 2

METHODOLOGY

This chapter outlines the methods and procedures used in obtaining data and material for this review of literature. The topics will include the following: method of identifying and locating sources, analysis of sources, and criteria for resources to be included in this review of literature.

Method of Identifying and Locating Sources

I obtained my sources through the University of Lincoln at Omaha library, the local Area Education Association, and numerous online search engines. I focused on primary source articles and books about reading motivation. Searches were conducted online through Educational Resources Center [ERIC] databases as well as EBSCOHOST. I focused on key words such as motivation, reading motivation, and middle school reading. These key words narrowed my search topic of “reading motivation.”

I obtained permission from the AHST School District to review the responses to a reading survey the middle school had been administering since 1998. I located the survey responses the AHST Middle School collected each spring for students in grades fourth, fifth, sixth, seventh and eighth. I compiled the results from the surveys into tables for this paper.

Rationale for Selection of Sources

The selection of literature sources on reading motivation of middle school students was based upon the following criteria:

1. Relevance to the topic;
2. Author's reputation;
3. Publishing house reputation; and
4. Recency of publication

(Dr. D. Schumacher-Douglas, personal communication, September 2003).

Sources chosen for this review of literature met the above criteria.

Procedures to Analyze Sources

After the sources that pertained to the topic of reading motivation of middle school students had been gathered, each document, article, and book as well as the survey results were read and notes were taken. The notes were used to make an outline. The outline served as a guide to writing this paper. The survey questions that dealt with reading motivation were compiled and analyzed. Primary themes and sub-themes were identified from the credible sources. These themes were used to conceptually frame this review of literature.

Criteria to Include Literature

The documents used in the writing of this review of literature on reading motivation of middle school students were read and analyzed to make sure they addressed the topic. Cross-referencing authors noted in the reference lists of articles substantiated each documents' credibility.

Responses by students from surveys that AHST Middle School administered were deemed an appropriate source of data. No parties involved in responding to the survey were identified, thus keeping students' identities and responses confidential. The surveys had been given to students in grades four, five, six, seven, and eight starting in May 1998

to present. This existing database was used to provide a student perspective on the issue of reading motivation.

CHAPTER 3

REVIEW OF LITERATURE

The purpose of this chapter is to provide a framework with which to evaluate what factors influence reading motivation for seventh and eighth grade students. To understand middle school students, one first must understand young adolescents' needs. Many writers have looked at the physical, psychosocial and cognitive developmental characteristics of young adolescents (Manning & Bucher, 2001). "Creating a school environment that is responsive to the changing needs of young adolescents requires an understanding of their developmental changes. More importantly, however, it requires an understanding of how young adolescents perceive those changes" (Knowles & Brown, 2000, p.8).

Motivation

Almost all children are born with motivation to learn. It is characteristic of the human species. Young children are naturally curious, trying to make sense of their world. When children go to school, it seems motivation begins to go down (Guthrie & Davis 2003). As students progress through school, they must be reminded to study, expectations for them are raised, grades are given for student work, multiple demands are placed on students throughout the day, and student motivation goes down. Motivation is something that causes and encourages a person to accomplish a task (Eccles, 2002). As Wigfield (1997) stated, motivation is a factor in determining academic success of all students. Finding ways to motivate students can be a difficult challenge.

Eccles (2002) believed that motivation could be divided into categories: expectancy, competence, and self-efficacy. These revolve around the question, "Can I do this task?"

When students answer this question affirmatively, they will perform better and are motivated to complete the task. Bandura's self-efficacy theory (1997) focused on expectancies for success. Outcome expectations and efficacy expectations are major determinants of goal setting, activity choice, willingness to expend effort, and persistence.

Intrinsic and Extrinsic Reading Motivation

Middle school students experience a decline in reading motivation between grades six, seven, and eight. According to Ley, Schafer, and Dismukes (1994) students' reading attitudes and the frequency of voluntary reading lower as they progress through middle school. Ley et al. (1994) stated that gender and ethnic backgrounds were not related to the amount or nature of voluntary reading students did. Findings indicate dreading for a purpose was given the highest value by students, next was reading for individual development, and last was reading for enjoyment.

Duggins (1989) found gender differences in reading interest. This researcher found that sixth-grade middle school girls were twice as likely as boys to be interested in reading. Like Ley et al. (1994), Duggins (1989) found that ethnicity, academic ability, and socioeconomic status had no significant effect on what students were or were not interested in reading. Guthrie and Davis (2003) found middle school students who lacked motivation to read felt disrespected and uncomfortable in school. They had a limited sense of belonging. These students had a difficult time forming positive relationships and disengaged themselves from their higher achieving peers (Anderman, 1999). As students disengaged, they became less and less motivated to read. It has been noted that middle school students' intrinsic motivation goes down after they leave elementary grades. The

Gottfried (1985) study showed that as students moved from elementary to middle school they had a decline in their intrinsic motivation for reading. They no longer read for enjoyment and curiosity. This decline may have to do with the fact that middle schools and elementary schools have many differences. Eccles et al. (1993) stated:

Middle schools are typically larger, less personal, and more formal than elementary schools. Middle grade teachers are often subject-matter specialists and typically instruct a much larger number of students than do elementary teachers in self-contained classrooms, making it less likely that they will come to know students well.... Middle grade school classrooms, as compared to elementary school classrooms, are characterized by greater emphasis in teacher control and discipline; a less personal and positive teacher/student relationship, and few opportunities for student decision-making, choice, and self-management. Second, a shift to traditional middle grade schools is associated with an increase in practices such as whole class task organization and public evaluation of the correctness of work. There are also increases in between classroom ability grouping... (p.558-559).

Guthrie and Davis (2003) found middle school students are more extrinsically motivated than intrinsically motivated. Students are reading because it is a requirement made by a teacher for a grade. "Middle school students are unlikely to read for enjoyment, seek satisfaction through books or take on the challenge of a complex plot in books" (Guthrie & Davis, 2003, p.61).

"When a student is intrinsically motivated to read, they will become completely involved in the activity of reading. Students often lose track of time and self-awareness

when they are immersed in a book” (Wigfield, 1997, p.59). A reader’s engagement in reading is greatly affected by intrinsic motivation as Duggins (1997) points out. Wigfield (1997) stated when students are immersed in reading; they enjoy the freedom of reflection, discussion of ideas, and choice to make decision. Intrinsic motivation has some parallels with the interest value assigned to the book as constructed by the reader. One aspect of intrinsic motivation while reading is losing track of time and self-awareness, by becoming completely involved in the activity of reading.

Self-Efficacy

Self-efficacy is an individuals’ confidence in their ability to organize and execute a given course of action to solve a problem or accomplish a task (Bandura, 1997). Unmotivated students have low confidence in their reading abilities (Wigfield, Eccles, & Rodriguez, 1998). Adolescents’ ability beliefs relate to and predict their achievement performance in achievement domains such as reading and writing (Wigfield, 1997). When a student believes he/she can accomplish a task and is good at it, this will motivate the student to complete said task. Efficacy expectations, or beliefs about how well a task can be accomplished, are a major determinant of activity choice, willingness to expend effort, and persistence. When a middle school student thinks they can do the task well, they will give more effort, and persist if the task is challenging (Wigfield, 1997). Therefore, when students believe they are competent readers, they will be more likely to engage in reading.

Self-efficacy for a given task both influences and is influenced by students’ performance on a task. However, Schunk (1991) pointed out self-efficacy is influenced by how students interpret performance feedback rather than the feedback itself. Students

work harder and longer when they judge themselves as capable than when they judge themselves as unable to perform a task (Wigfield, 1997). Students enter given situations with a sense of efficacy that is based on their aptitudes and past experiences in similar tasks. Wigfield (1997) also stated student's self-efficacy influences what they do, how hard they try, and how long they persist at a given task.

Wigfield (1997) summarized, the different aspects of reading motivation to include some of the important constructs identified by motivation researchers: efficacy and challenges, and intrinsic and extrinsic motivation. These are the main components when trying to understand reading motivation.

Survey

Reading surveys that AHST Middle School administered were deemed an appropriate source of data for this review of literature. The data in the following tables were constructed from the survey found in Appendix B that contained six questions and was administered to grades fourth through eighth students at AHST Middle School each May starting in 1998. There were approximately 45 students in each grade level. The questions were designed by the building principal. Individual teachers administered the survey to students. Students took approximately five minutes to respond to the survey questions. The teachers then collected the surveys and gave them to the principal. The database had not been used by the AHST school district for unknown reasons to me. The questions were interpreted by me to imply student characteristics in the area of reading motivation. Question one and two described the characteristic of self-efficacy, question three describes the characteristic of extrinsic motivation and question four describes the characteristic of intrinsic motivation.

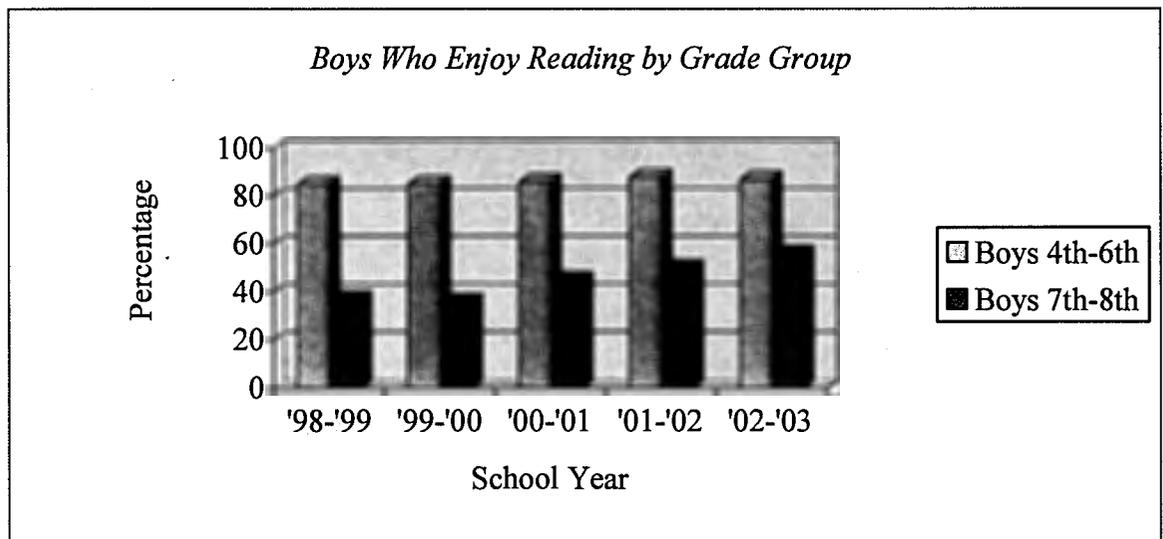
The questions were:

1. Do I enjoy reading?
2. Do I read because I want to read?
3. Do I read because it is only an assignment?
4. Do I see my parents or guardians reading?

I will first summarize the data on related charts. I will then provide a comparison of the data using percentage comparisons.

The data about the student characteristic, self-efficacy was gathered through question 1: “Do I read enjoy reading?” After Tables 1-3 are presented, an analysis will be provided. Table 1 represents percentile responses to question one: “Do I enjoy reading?” according to the male students. The percentage of boys in grades fourth through sixth who reported to enjoy reading were: 85% in the school year 1998-1999, 85% in the school year 1999-2000, 86% in the school year 2000-2001, 88% in the school year 2001-2002, and 87% in the school year 2002-2003. The percentage of boys in grades seventh and eight who reported to enjoy reading were: 37% in the school year 1998-1999, 36% in the school year 1999-2000, 45% in the school year 2000-2001, 50% in the school year 2001-2002, and 56% in the school year 2002-2003.

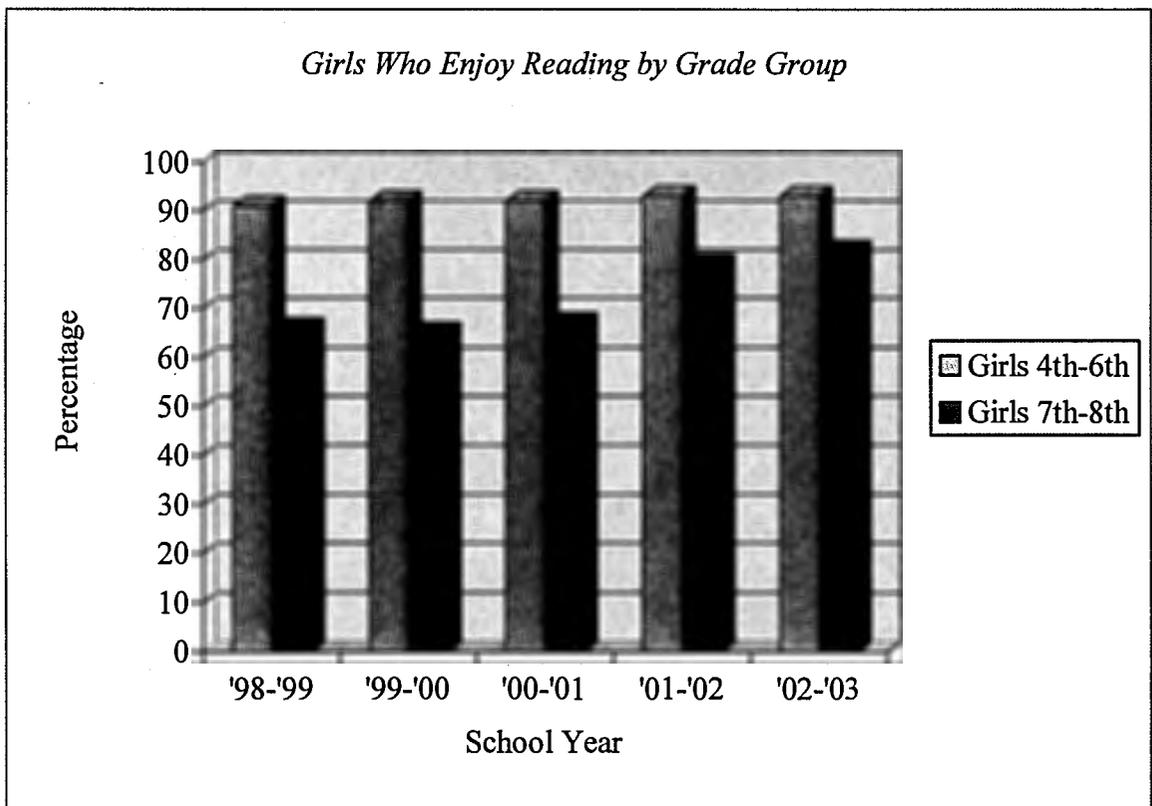
Table 1



Note: Students were asked: “Do I enjoy reading?” These results are indicative of an affirmative response to the survey question.

Table 2 represents percentile responses to question one: “Do I enjoy reading?” according to the female students. The percent of girls in grades fourth through sixth who reported to enjoy reading were: 91% in the school year 1998-1999, 92% in the school year 1999-2000, 92% in the school year 2000-2001, 93% in the school year 2001-2002, and 93% in the school year 2002-2003. The percent of girls in grades seventh and eight who reported to enjoy reading were: 66% in the school year 1998-1999, 65% in the school year 1999-2000, 67% in the school year 2000-2001, 79% in the school year 2001-2002, and 82% in the school year 2002-2003.

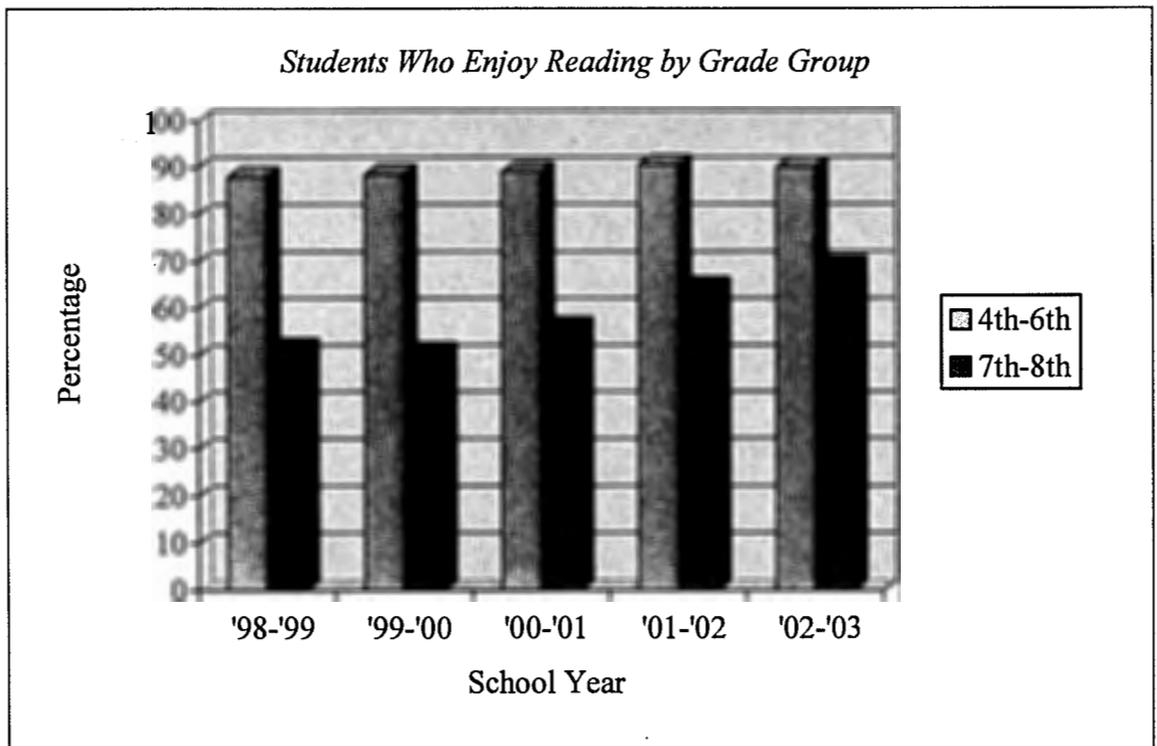
Table 2



Note. Students were asked: “Do I enjoy reading?” These results are indicative of an affirmative response to the survey question.

Table 3 represents percentile responses to question one: “Do you enjoy reading?” according to the combined population of male and female students. The percentages of combined populations of students in grades fourth through sixth who reported to enjoy reading were: 88% in the school year 1998-1999, 88.5% in the school year 1999-2000, 89% in the school year 2000-2001, 90.5% in the school year 2001-2002, and 90% in the school year 2002-2003. The percentages of the combined population of students in grades seventh and eight who reported to enjoy reading were: 51.5% in the school year 1998-1999, 50.5% in the school year 1999-2000, 56% in the school year 2000-2001, 64.5% in the school year 2001-2002, and 69% in the school year 2002-2003.

Table 3



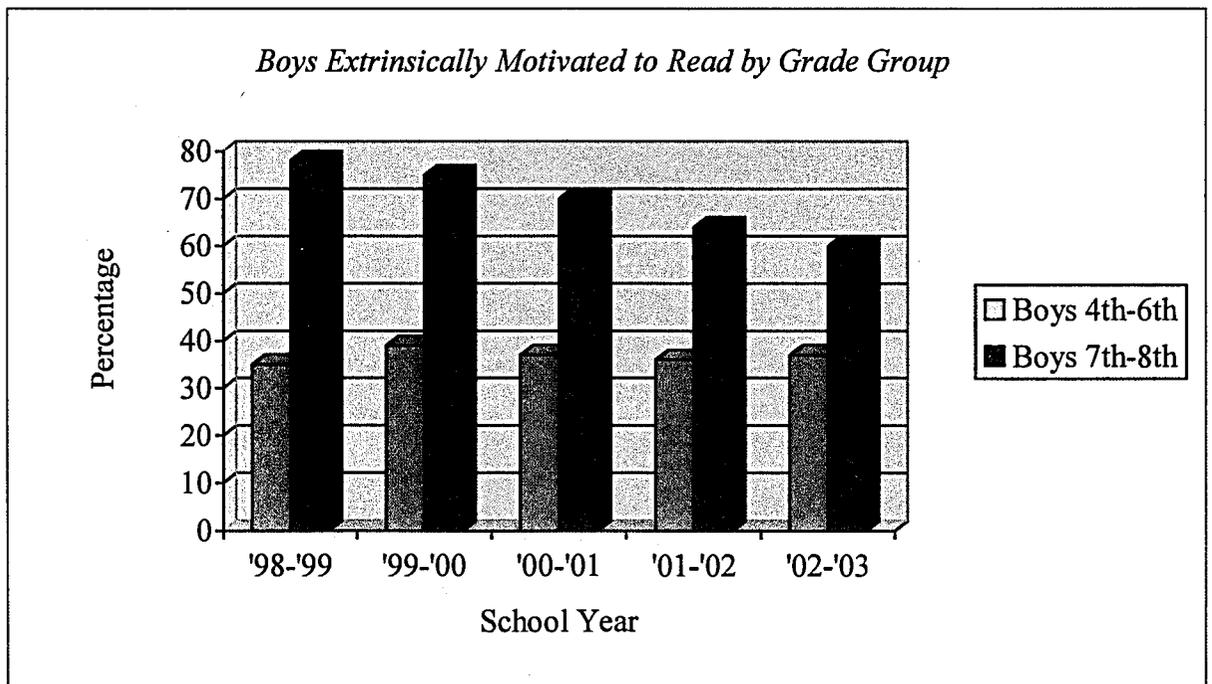
Note. Students were asked: “Do I enjoy reading?” These results are indicative of an affirmative response to the survey question.

Table 1, table 2 and table 3 show students in grades fourth through sixth report enjoy reading an average of 31% more than students in grades seventh and eighth. These tables support the findings within this review of literature; students in lower grades are more highly motivated to read and the enjoyment of reading lessens as students continue through school. The table 1 and table 2 show that students in grades fourth through sixth stay consistent in percentages enjoying reading between genders. An average of 88% of the boys and girls in fourth through sixth grade reported to enjoy reading. Girls' in seventh through eighth grades average 72% that reported to enjoy reading as compared to 45% of the boys in seventh through eighth grades.

Reponses from students in grades fourth through sixth have stayed about the same from 1998-2003. Once again, the data supports higher student motivation at the earlier grade levels, there was a change in students' responses in grades seven through eight beginning in the year 2001. Seven percent more students in grades seventh through eighth reported to enjoying reading. Students' affirmative responses increased an additional seven percent between 2002 and 2003. Students' favorable responses about enjoying reading have increased fourteen percent between the 2000-2001 survey and the 2002-2003 survey.

The data about the student characteristic, extrinsic motivation, was gathered through question three: “Do I read because it is only an assignment?” After Tables 4-6 are presented, an analysis will be provided. The percent of boys in grades fourth through sixth who reported being extrinsically motivated to read were: 35% in the school year 1998-1999, 39% in the school year 1999-2000, 37% in the school year 2000-2001, 36% in the school year 2001-2002, and 37% in the school year 2002-2003. The percent of boys in grades seventh and eight who reported being extrinsically motivated to read were: 78% in the school year 1998-1999, 75% in the school year 1999-2000, 70% in the school year 2000-2001, 64% in the school year 2001-2002, and 60% in the school year 2002-2003.

Table 4



Note: Students were asked: “Do you read because it is only an assignment?” These results are indicative of an affirmative response to the survey question.

Table 5 represents percentile responses to question three: “Do I read because it is only an assignment?” according to the female students. The percent of girls in grades fourth through sixth who reported being extrinsically motivated to read were: 31% in the school year 1998-1999, 35% in the school year 1999-2000, 33% in the school year 2000-2001, 30% in the school year 2001-2002, and 32% in the school year 2002-2003. Girls in grades seventh and eight who reported being extrinsically motivated to read were: 68% in the school year 1998-1999, 71% in the school year 1999-2000, 67% in the school year 2000-2001, 64% in the school year 2001-2002, and 60% in the school year 2002-2003.

Table 5

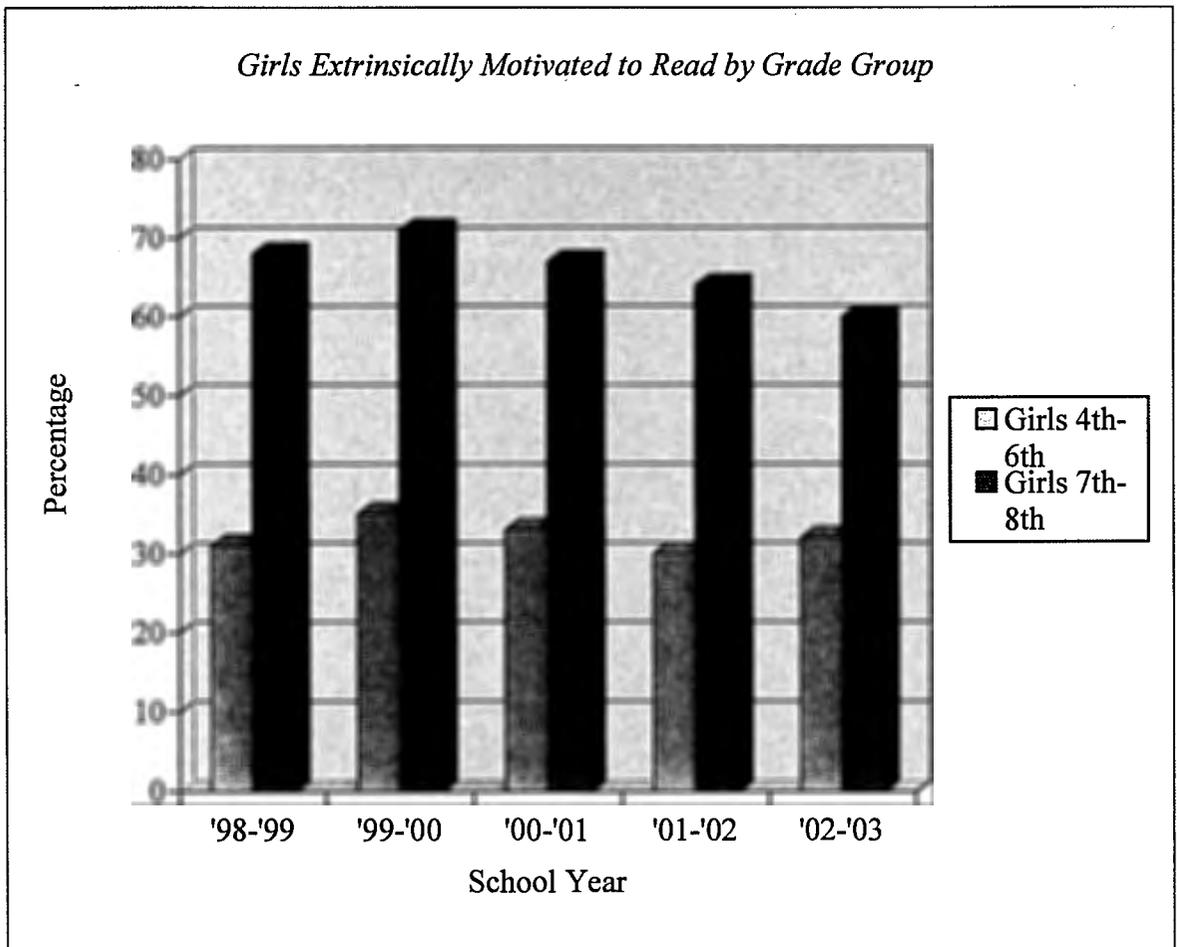
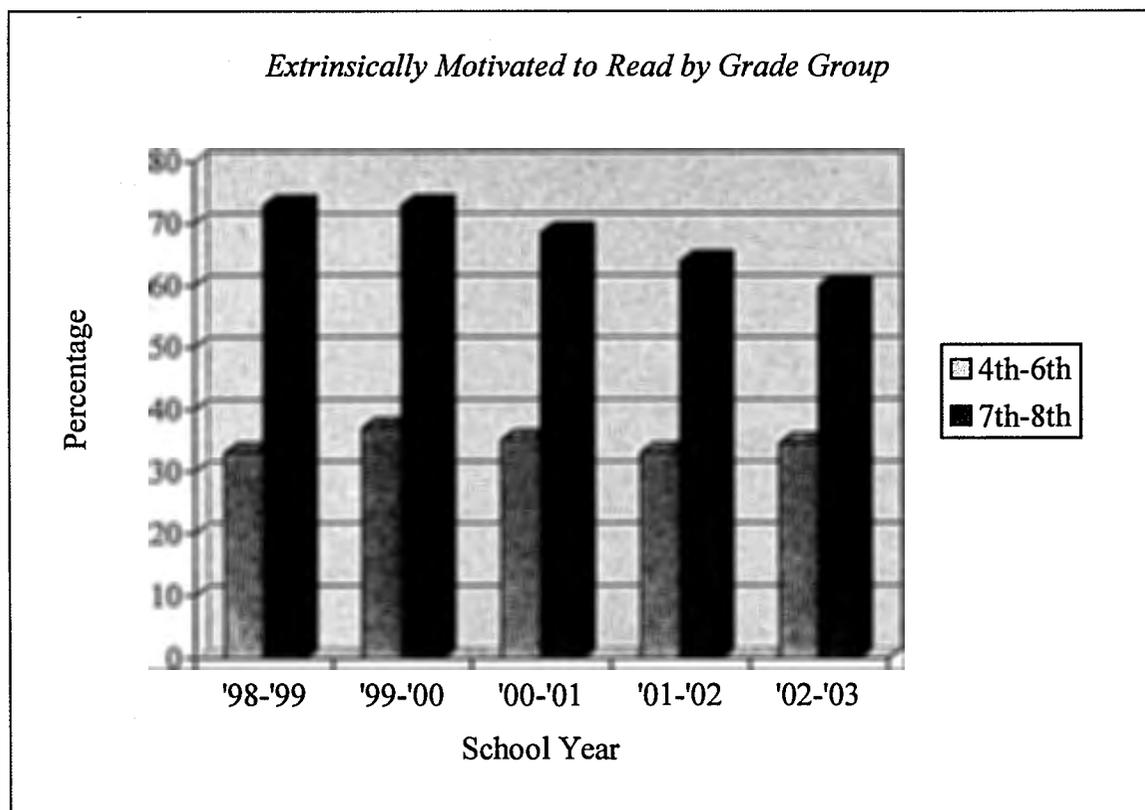


Table 6 represents percentile responses to question three: “Do I read because it is only an assignment?” according to the combined population of male and female students.

Percentages of the combined population of students in grades fourth through sixth who reported being extrinsically motivated to read were: 33% in the school year 1998-1999, 37% in the school year 1999-2000, 35% in the school year 2000-2001, 33% in the school year 2001-2002, and 34.5% in the school year 2002-2003. Percent of girls in grades seventh and eight who are extrinsically motivated to read were: 73% in the school year 1998-1999, 73% in the school year 1999-2000, 68.5% in the school year 2000-2001, 64% in the school year 2001-2002, and 60% in the school year 2002-2003.

Table 6



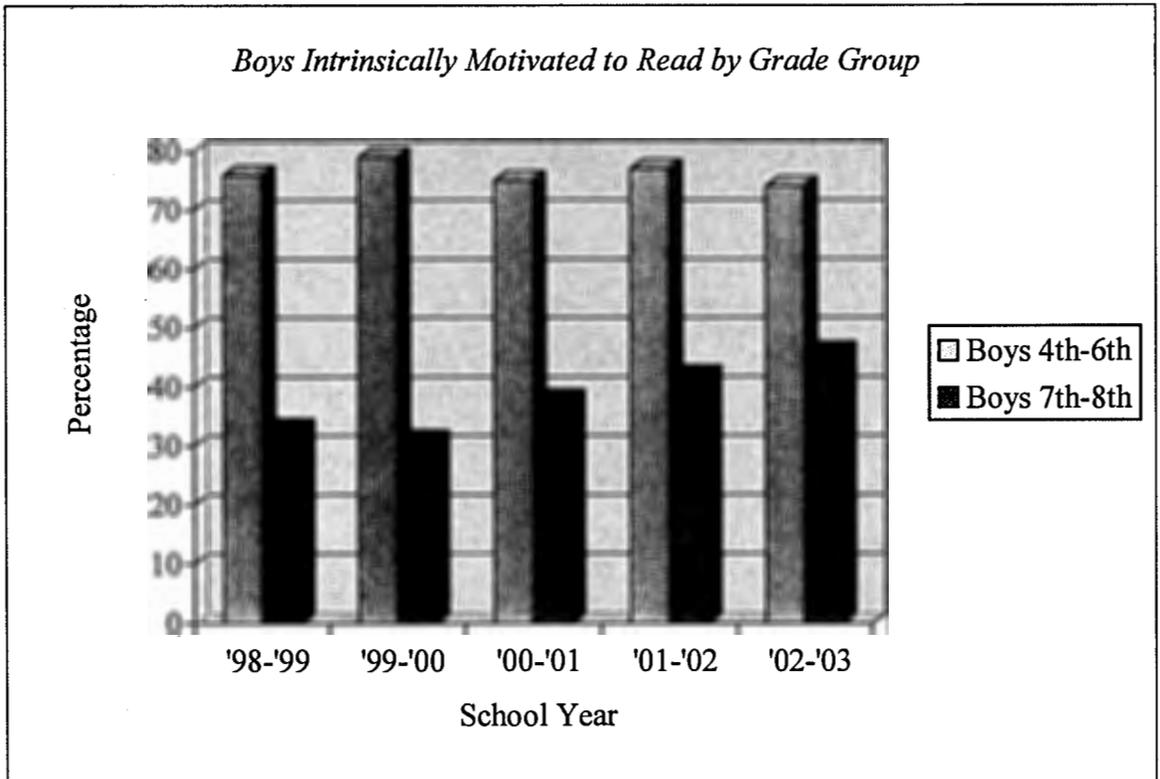
Note: Students were asked: “Do I read because it is only an assignment?” These results are indicative of an affirmative response to the survey question.

Table 4, table 5 and table 6 show fewer students in grades fourth through sixth are motivated through extrinsic factors than students in grades seventh and eighth. An average of 33% of students in grades fourth through sixth reporting being extrinsically motivated to read as compared to 67% of students in grades seventh through eighth. These tables support the findings within this review of literature: students in lower grades are less likely to be extrinsically motivated while more students in the upper grades are extrinsically motivated to read. Table 4 and table 5 show that students' responses in grades four through six are consistent between genders. The average percent of boys and girls who report being extrinsically motivated to read in grades four through six is 33%. The average percent of boys and girls who reported being extrinsically motivated to read is 67% in grades seven and eight.

Responses from students in grades four through six have stayed about the same from 1998-2003. There was a change in students' responses in grades seven through eight beginning in the year 2001. Four percent fewer students in grades seventh through eighth reported being motivated extrinsically through reading assignments since 1999-2000 survey. Twelve percent fewer students in grades seventh through eighth reported extrinsic motivation as a factor in their reading between 1999 and 2003.

The data about the student characteristic, intrinsic motivation, was gathered through question four: “Do I read because I want to read?” After Tables 7-9 are presented, an analysis will be provided. The percent of boys in grades fourth through sixth who are intrinsically motivated to read were: 76% in the school year 1998-1999, 79% in the school year 1999-2000, 75% in the school year 2000-2001, 77% in the school year 2001-2002, and 74% in the school year 2002-2003. The percent of boys in grades seventh and eight who are intrinsically motivated to read were: 33% in the school year 1998-1999, 31% in the school year 1999-2000, 38% in the school year 2000-2001, 42% in the school year 2001-2002, and 46% in the school year 2002-2003.

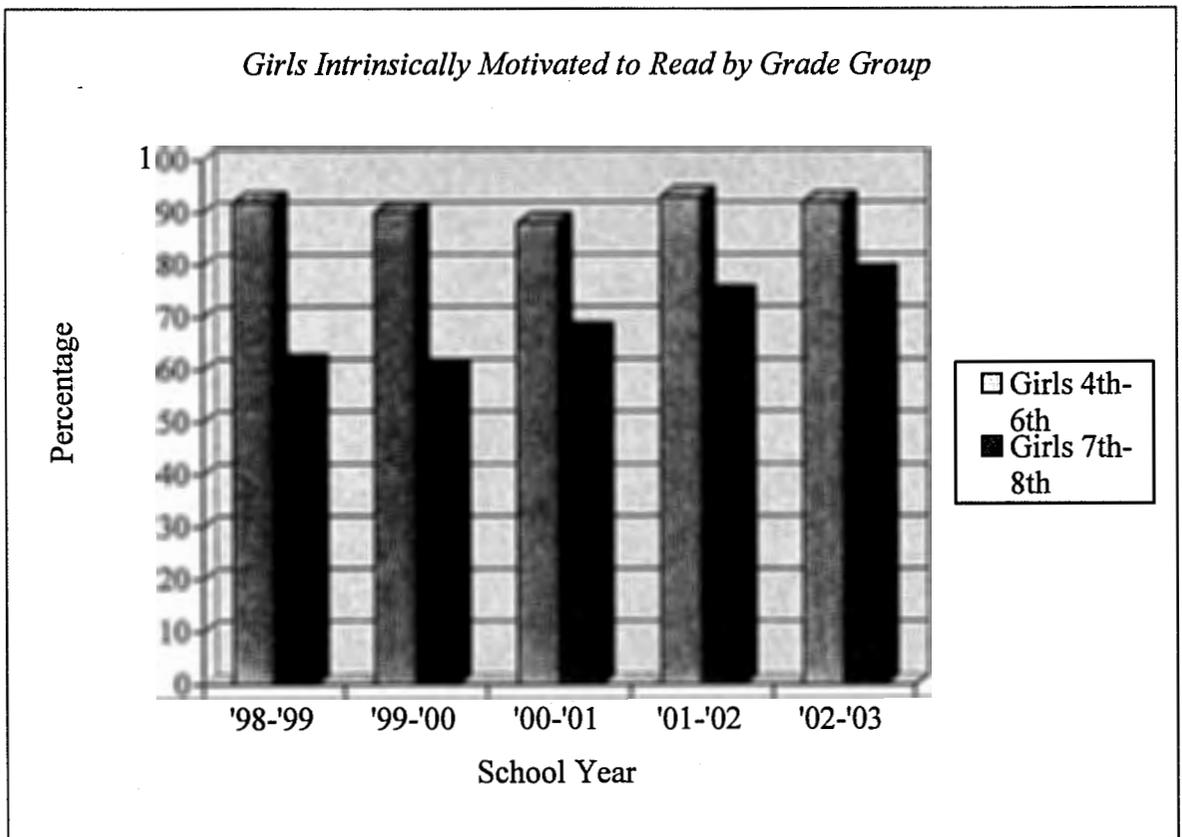
Table 7



Note. Students were asked: “Do I read because I want to read?” These results are indicative of an affirmative response to the survey question.

Table 8 represents percentile responses to question four: “Do I read because I want to read?” according to the female students. The percent of girls in grades fourth through sixth who reported being intrinsically motivated to read were: 92% in the school year 1998-1999, 90% in the school year 1999-2000, 88% in the school year 2000-2001, 93% in the school year 2001-2002, and 92% in the school year 2002-2003. The percent of girls in grades seventh and eight who reported being intrinsically motivated to read were: 61% in the school year 1998-1999, 60% in the school year 1999-2000, 67% in the school year 2000-2001, 74% in the school year 2001-2002, and 78% in the school year 2002-2003.

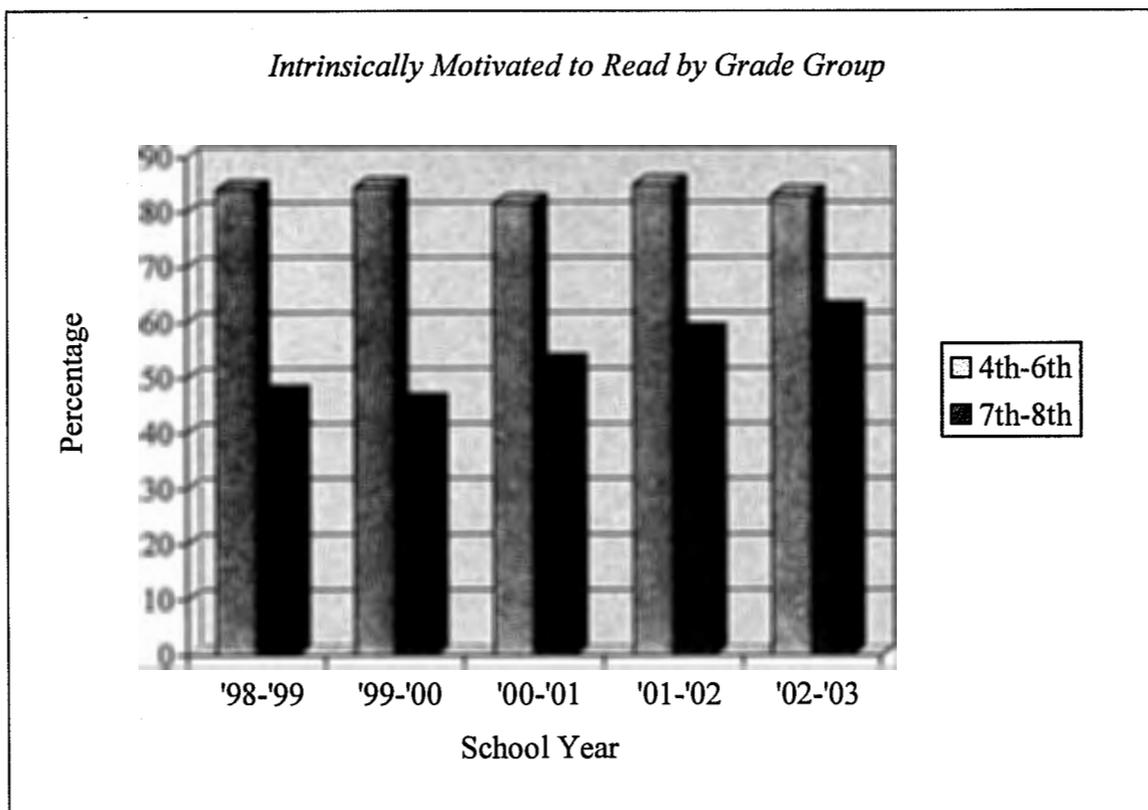
Table 8



Note. Students were asked: “Do I read because I want to read?” These results are indicative of an affirmative response to the survey question.

Table 9 represents percentile responses to question four: “Do I read because I want to read?” according to the combined population of male and female students. The percent of combined population of students in grades fourth through sixth who are intrinsically motivated to read were: 84% in the school year 1998-1999, 84.5% in the school year 1999-2000, 81.5% in the school year 2000-2001, 85% in the school year 2001-2002, and 83% in the school year 2002-2003. The percent of the combined population of students in grades seventh and eight who are intrinsically motivated to read were: 47% in the school year 1998-1999, 45.5% in the school year 1999-2000, 52.5% in the school year 2000-2001, 58% in the school year 2001-2002, and 62% in the school year 2002-2003.

Table 9



Note. Students were asked: “Do I read because I want to read?” These results are indicative of an affirmative response to the survey question.

Tables seven, eight and nine show more students in grades four through six report being motivated intrinsically than students in grades seventh and eighth. An average of 81% of the students in grades four through six report being intrinsically motivated to read as compared to 52% of students in grades seventh through eighth. These tables support the findings within this review of literature: more students in lower grades are intrinsically motivated, while fewer students in the upper grades are intrinsically motivated to read. Table 7 and table 8 show that students' responses in grades four through six are consistent between genders. The average percent of boys and girls who reported being intrinsically motivated to read was 82% in grades fourth through sixth. The average percent of boys and girls intrinsically motivated to read was 52% in grades seventh through eighth.

Responses from students in grades four through six have stayed about the same from 1998-2003. There was been a change in students' responses in grades seven through eight beginning in the year 2001. Twenty-two percent more students in grades seven through eight-reported being intrinsically motivated to read between the years 1999-2003.

CHAPTER 4

CONCLUSIONS AND RECOMMENDATIONS

The purpose of writing this review of literature was to provide a framework to evaluate what factors influence reading motivation for seventh and eighth grade students. The literature focused on three student characteristics: self-efficacy, intrinsic motivation, and extrinsic motivation.

Conclusions

Literacy and motivation are key ingredients in fostering a positive education for students (Wigfield, 1997). Guthrie and Davis (2003) found student reading motivation is affected by different components such as home life, teaching instruction, library and class resources. Good readers continue to read; they find books that interest them. Poor readers usually do not have the needed strategies to increase their motivation to read (Wigfield, 1997).

According to Oldfather (1993), students who are not motivated have feelings of isolation and alienation. When students participate in a caring classroom culture that allows students and teachers to acknowledge and address these struggles, it may help alleviate some of the experiences that can otherwise lead to resistance and alienation.

Guthrie et al. (1995) suggest that teachers who provide reading strategies and opportunities for students to use them to help form comprehension will promote greater and more in-depth reading by their students. Students who gain confidence in their reading will increase their sense of self-efficacy leading to greater reading motivation.

Guthrie et al. (1995) also suggested that teachers who encourage social interaction would be more successful engaging their students in reading than teachers who do not

promote social interaction. When students are engaged with their peers they are more likely to enjoy the activity they experiencing leading to greater motivation to continue that activity.

Guthrie and Davis (2003) found middle school students are more highly extrinsically motivated than lower elementary grade students. “Middle school students are unlikely to read for enjoyment, seek satisfaction through books or take on the challenge of a complex plot in books” (Guthrie & Davis, 2003, p.61). Students in the lower grades are motivated to read. Gottfried (1985) study showed that as students moved from elementary to middle school they had a decline in their intrinsic motivation for reading. Motivation to read changes for middle school students from wanting to read because they want too, to just getting the work done because the teacher is requiring it. Tables 4, 5, and 6 showed students in grades four through six have lower extrinsic motivation to read, than students in grades seven and eight. Table 6 showed 33% of the students in grades fourth through sixth are less extrinsically motivated to read and 67% students in grades seven through eight are extrinsically motivated to read.

Final conclusions:

- Students need social interaction to discuss what they are reading.
- Students need to be given a choice in what they read.
- Students in grades seven and eight need to increase their intrinsic motivation to read.
- Students in grades seven and eight need to decrease their extrinsic motivation to read.

Recommendations

Guthrie and Davis (2003) stated when middle school students are given the opportunity to choose what they read and have social interaction with other peers, plus have strategies to aid in the understanding of the material students intrinsic motivation is much higher than the extrinsic motivation. Table 7, table 8, and table 9 report data that supports this statement. The average percent of boys and girls intrinsically motivated to read in grades fourth through sixth is 82%. The average percent of boys and girls intrinsically motivated to read in grades seventh through eight is 52%.

With the addition of Guthrie and Davis components to my eighth grade reading class our percentages have changed. Since those additions the percentages of seventh and eighth grade students who are intrinsically motivated to read have gone up 22% since 1998. Our extrinsic motivation has gone down 12% since 1998.

As a middle school reading teacher, since 2000-2001 school year I have worked to bring choice to my reading classroom. A reader's engagement in reading is greatly affected by intrinsic motivation as Duggins (1997) points out. Wigfield (1997) stated when students are immersed in reading; they enjoy the freedom of reflection, discussion of ideas, and choice to make decision. Intrinsic motivation has some parallels with the interest value assigned to the book as constructed by the reader. One aspect of intrinsic motivation while reading is losing track of time and self-awareness, by becoming completely involved in the activity of reading.

The results from the AHST survey show that percentages have changed for the positive. Students are enjoying reading, and our percentages have increased for intrinsic motivation and decreased for extrinsic motivation.

It is recommended that students be given choices and freedoms when it comes to literacy. Students want to choose what they have to read; they also want to be able to discuss with peers and teachers (Guthrie et al., 1995). Students need time for reflection and collaborating with others that share the same interest. Allow students choice and voice in their reading selections and students will become motivated to read. Teachers, who emphasize student's understanding and learning, allow students to make mistakes, and to take risks, develop students who have a deeper understanding of literacy (Wigfield, 1997). This increases student's sense of academic self-efficacy and students become interested in reading or learning new things.

Final Recommendations:

- Lower extrinsic motivations to read.
- Increase intrinsic motivation to read.
- Allow students choice and reflection to develop a greater understanding of literacy.

References

- Anderman, L. H. (1999). Classroom goal orientation, school belonging and social goals as predictors of students' positive and negative affect following the transition to middle school: Schools can make a difference. *Journal of Research and Development in Education*, 32(2), 89-103.
- Bandura, A. (1997). *Self-efficacy: The exercise of control*. New York: W.H. Freeman.
- Deci, E.L., & Ryan, R.M. (1985). *Intrinsic motivation and self-determination in human behavior*. New York: Plenum.
- Duggins, J. (1989). *Middle school students' attitudes about reading*. Paper presented at the 34th annual meeting of International Reading Association, New Orleans, LA. (ERIC Document Reproduction Service No. ED 310 082)
- Eccles, J. S. (2002). Motivation beliefs, values, and goals. *Annual Review of Psychology*, 53(2), 109-132.
- Eccles, J. S., Wigfield, A., Midgley, C., Reuman, D., Maclver, D., & Feldlaufer, H. (1993). Negative effects of traditional middle schools on students' motivation. *The Elementary School Journal*, 93(5), 563-574.
- Gottfried, A.E. (1985). Academic intrinsic motivation in elementary and junior high school students. *Journal of Educational Psychology*, 77(6), 631-645.
- Guthrie, J., Schafer, W., Wang, Y., & Afflerbach, P. (1995). Relationships of instruction to amount of reading: An exploration of social, cognitive and instructional connections. *Reading Research Quarterly*, 30(1), 8-25.

- Guthrie, J., & Davis, M. (2003). Motivating struggling readers in middle school through an engagement model of classroom practice. *Reading & Writing Quarterly, 19*(1), 59-85.
- Harder, S. (1981). A new self-report scale of intrinsic versus extrinsic orientation in the classroom: Motivational and informational components. *Developmental Psychology, 17*(3), 300-312.
- Knowles, T., & Brown, D. (2000). *What every middle school teacher should know*. New Hampshire: Heinemann.
- Ley, T., Schafer, B., & Dismukes, B. (1994). Longitudinal study of reading attitudes and behaviors of middle school student. *Reading Psychology, 15*(1), 11-38.
- Manning, M., & Bucher, K. (2001). *Teaching in the middle school*. New Jersey: Prentice-Hall.
- Oldfather, P. (1993). What students say about motivation experiences in a whole language classroom. *The Reading Teacher, 46*(8), 672-681.
- Schunk, D. H. (1991). Self-efficacy and academic motivation. *Educational Psychologist, 26*(3 & 4), 207-231.
- United States Department of Education. (2002, January 8). No child left behind. Retrieved September 28, 2003, from <http://www.ed.gov/nclb/landing/jhtml>.
- Wigfield, A. (1997). Reading motivation: A domain-specific approach to motivation. *Educational Psychologist, 32*(2), 59-68.
- Wigfield, A., Eccles, J.S., & Rodriguez, D. (1998). The development of children's motivation in school contexts. *Review of Research in Education, 23*(1), 73-118.

APPENDIX A

Letter of Consent from AHST Middle School

A-H-S-T Community School District

Serving the communities of

Avoca, Hancock, Shelby, and Tennant, in Iowa

"Preparing for Tomorrow's Challenges"

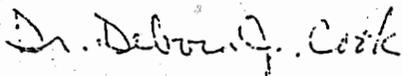
Monday, April 7, 2003

To Whom It May Concern:

Mrs. Sandy Leinen has permission to utilize the cumulative data the A-H-S-T Middle School has collected using the locally developed Reading Interest Inventory survey. The data provided to Mrs. Leinen was reported out in summary format. At no time, did she have the individual survey instruments, which protects the anonymity of each student involved.

If you have any questions, please feel welcome to contact me.

Sincerely,



Debora J. Cook, Ed.D
A-H-S-T Middle School Principal

A-H-S-T District Office
Dan Frazier, Superintendent
P.O. Box 158
412 North Chestnut
Avoca, Iowa 51521
Phone 712-343-6364
Fax 712-343-6915

A-H-S-T Elementary
Dan Frazier, Principal
P.O. Box 158
412 North Chestnut
Avoca, Iowa 51521
Phone 712-343-6364
Fax 712-343-2170

A-H-S-T Middle School
Dr. Deb Cook, Principal
P.O. Box 309
304 Western Ave
Shelby, Iowa 51570
Phone 712-544-2240
Fax 712-544-2519

A-H-S-T High School
Mike Stanley, Principal
P.O. Box 158
768 South Maple
Avoca, Iowa 51521
Phone 712-343-6304
Fax 712-343-6915

APPENDIX B

Student Survey

AHST Middle School
Grade Level
(Circle One)
8 7 6 5 4
Male or Female

- | | | |
|--|-----|----|
| 1. Do I enjoy reading? | YES | NO |
| 2. Do I read because I want to read? | YES | NO |
| 3. Do I read because it is only an assignment? | YES | NO |
| 4. Do I see my parents or guardians reading? | YES | NO |
| 5. Do I have a computer in my home? | YES | NO |
| 6. Do I have the Internet in my home? | YES | NO |