

Pupils' reading motivation and teacher's activities for enhancing it

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Numerous studies report the decrease of reading motivation in higher grades of elementary school, which can be considered as a big problem. Therefore, in our study we examined (1) what kind of activities teacher can use to maintain pupils' reading motivation and if and to what degree teachers' beliefs about the importance of reading and reading goals relate to their activities in the classroom and (2) what is the relationship between reading motivation, reading behaviour and reading achievements. 1178 seventh grade pupils and 67 Slovene teachers from 24 elementary school participated in the present study. The results show that teachers who highly value reading and find reading goals important read to their pupils, teach them how to use different reading strategies and use various reading materials more frequently. Such teacher's behaviours have implications for pupils' reading motivation. Activities that have the strongest effect on pupils' extrinsic and intrinsic motivation and their competence are teacher's teaching of reading strategies and frequency of reading in the classroom. Pupils who are more motivated for reading read more and more frequent and have better reading (academic) achievements.

Keywords: reading motivation, pupils, teacher, teacher's activities

In recent years more attention is being paid to the concept of reading motivation. Reading has proved to be the most important element of literacy in academic achievement and achievement of life goals. Although approximately eighty percent of population above twenty would need higher levels of literacy, reading achievements in last decades in developed countries did not improve (Guthrie, Alao, & Rinehart, 1996). If pupils do not become active, engaged readers in the elementary school, it is unlikely that they will develop reading motivation in secondary school and later on, as Sanacore (2002) says, »becoming a lifetime reader is predicted on developing a love of reading« (p.67). Similar is the description of engaged readers, by Guthrie and Cox (2001) as students who are intrinsically motivated to read for the knowledge and enjoyment. But engaged readers are also strategic. They use strategies to understand text. Engaged readers are also with and frequent readers.

What is reading motivation?

Experts in the field of reading (Baker & Wigfield, 1999; Guthrie et al., 1996; Gambrell, Palmer, Codling, & Mazzone, 1996; Magajna & Gradišar, 2002) define reading motivation as the inseparable part of the whole reading efficiency and the reader's engagement, which is tightly connected with pupils' entire academic motivation. Reading motivation is comprehended as multidimensional series of goals and beliefs that direct reading behaviour and are mostly in positive relationship with each other. Motivational factors differ according to the kind of reading materials, pupils' sex and age and their reading experiences. The recognition of different factors of reading motivation is the first step in understanding and enhancing the engagement for a lifelong reading. The diversity of motivational factors is also emphasized by Pečjak and Gradišar (2002) who comprehend reading motivation as a multidimensional construct embracing different motivational aspects that stimulate an individual to initiate reading; they give meaning to the reading process, and therefore help the reader to persist in reading and in striving to repeat the reading experience.

Being a complex construct, reading motivation is reflected in pupils behaviour through different dimensions that are influenced by different factors of school environment (especially the classroom context), which are shortly presented in this article.

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Dimensions of reading motivation

The theoretical framework for answering the question about the important dimensions of reading motivation can be found in the Deci and Ryan (1987) self-determination theory. They proposed four important dimensions of reading motivation: competency, relatedness, autonomy and interest. These dimensions were analysed in greater detail by Wigfield and Guthrie (1997) in The Motivation for Reading Questionnaire that consists of 11 dimensions that form three categories: competence and self-efficacy beliefs, reading goals and social purpose of reading.

The first category includes self-efficacy - the belief that one can be successful at reading, challenge - the willingness to take on difficult reading material, and work avoidance - the desire to avoid reading activities. Self-efficacy beliefs are essential for the development of intrinsic reading motivation. Some studies reveal (Baker & Wigfield, 1999; Guthrie & Knowles, 2001) that students who believe they are competent and successful have higher intrinsic motivation and are less anxious. But there are also readers with high reading self-efficacy who never become engaged readers. According to Wigfield (1997), students will not decide to read, although they feel competent enough, if their reading task doesn't satisfy at least one of the following requirements: interest (the task has to be interesting for them), value for achievement (the accomplishing of the task has to have some personal value for them) and usefulness (the acquired knowledge has to have transfer value for their life).

The second category concerns the purpose children see in reading - reading goals, and includes intrinsic motivation (curiosity, involvement and importance) and extrinsic motivation (recognition, grades and competition). An intrinsically motivated person is eager to learn; (s)he shows interest in a certain activity because of the activity alone and not because of external reasons, i.e. grades or rewards (Deci & Ryan, 1985). An involved person enjoys in a reading activity that has subjective value for him/her. All these aspects of intrinsic motivation are connected with mastery goal orientation, as opposite to extrinsic motivation, which is connected with performance goals (Ames, 1992). An extrinsically motivated individual is interested first of all in overtaking others. In reading recognition it means the desire for public acknowledgement of reading achievement, for example, in reading for grades student's primary goal is to get a high grade and in competitions, the aim is to be better than classmates or friends.

The third category is social purposes of reading and includes social reasons for reading and compliance. Reading is a social activity and the social aspects of the classroom have an important effect on students' reading achievement (Wentzel, 1996). One aspect is social construction of meaning from the texts, which can be accomplished with one's

peers or family members. The other aspect is compliance; reading in order to satisfy the expectations of important others. Wigfield and Guthrie (1997) found that girls value the social reasons for reading more than boys do.

Factors of school (classroom) environment

From the school and teachers point of view, crucial questions connected with reading motivation are how to develop a lasting reading motivation in pupils and how to enhance reading as a mean for learning (Pečjak & Gradišar, 2002). In reaching these goals, besides pupils and their parents teachers are especially important: their beliefs about the importance of reading and their classroom activities for enhancing the reading motivation.

One of the most frequently cited studies is the study carried out by Gambrell et al. (1996). They found six classroom characteristics that influence pupils' reading motivation. This characteristics include having a teacher who (1) models reading, provides access to both (2) large amounts and (3) wide variety and reading material in the classroom, (4) provides opportunities for children to choose reading material, (5) offers opportunities for students to interact with other students and adults in the classroom about their reading interests and (6) provides incentives directly related to reading.

In their extensive study, Turner and Paris (1995) found out that reading motivation is supported by the activities that they called » six C's«: choice, challenge, control, collaboration, constructive comprehension, and consequences. These factors enable pupils to control the product and the process of their work with texts.

Similar factors of reading motivation are cited also by other researchers (Castle, 1994; Covington, 2000; Sweet, Guthrie & Ng, 1998; Turner, 1997). They agree that in enhancing the reading enjoyment, effective teachers are those that enable pupils to choose the books, give them interesting reading tasks, enhance cooperation in reading activities and use different reading strategies in reading different kinds of texts. Nevertheless, in motivating pupils their abilities should be taken into consideration. If reading should be important for pupils, both for learning and for their own enjoyment, it should be a part of classroom instruction. This includes teacher's loud reading, pupils' loud and silent reading and discussions about books. By reading aloud, teacher represents a reading model for pupils, presents them the quality literature and communicates them that reading is highly important for personal development. Research shows that teacher's loud reading is one of the most effective methods for enhancing pupils' reading motivation (Guthrie et al., 1996; McKenna, 2001; Pečjak & Gradišar, 2002). But unfortunately, such activities are rarely found in higher grades of elementary school (Jacobs, Morrison, & Swinyard, 2000).

Of factors of classroom environment that enhance pupils' reading motivation, Sanacore (2002) emphasizes the use of different texts in learning about certain topics (both narrative and expository texts). By learning with such materials, pupils get to know different reading strategies (e.g. Venn's diagram, K-W-L chart, Directed reading activity) that enhance students' understanding and enjoyment of different types of texts. It is also important to have a balanced classroom library containing narrative and expository materials, which enables children's choice of reading material.

Ivey and Broaddus (2000), Sanacore (2000) and Worthy and McKool (1996) report that early adolescents often prefer not to read during free time, but they value opportunities to read in school when they have time for this activity, when they have access to various reading material, and when they have more choice over what they read.

The connection between pupils' reading motivation and their reading efficiency

The results of various empirical studies show a significant connection between motivational and cognitive factors in learning activities. It is the same in the field of reading. In her meta-analytical study, Hidi (1990; 2001) reports the significant effect of interest on reading comprehension, both on the level of cognitive organisation of reading material and on remembering and recall. Similarly, Schiefele (Artelt, Schiefele in Schneider, 2001; Shiefele, 1991, 2001) reports about numerous empirical studies that show the importance of interest in different aspects of learning: the quality of reading/learning outcomes, the use of reading/learning strategies and the quality of reading experience. According to the findings of Schiefele (1991, 1996; Artelt et al., 2001), interest is the crucial factor in motivating the reader to deeply engage in text and try to understand it better. Interest is an important motivator for the use of those strategies that enable deeper processing. It is significantly connected also with other motivational factors as, for example, involvement, enjoyment and persistence, which is reflected in the comprehension on text.

McKenna and collaborates (McKenna, 1994; 2001; McKenna & Kear, 1990; McKenna, Kear, & Ellsworth, 1995) consider the attitude toward reading as the most important factor of reading achievement. They emphasize the complexity of the term »attitude toward reading« and define it as having emotional and cognitive components and being based on experience. The attitude to reading is regarded as a continuum from negative to positive. Nevertheless, the authors warn that the positive attitude toward reading does not necessarily mean positive attitude toward all kinds of reading; attitude toward reading always competes with the attitude toward other activities. The decision to read is always the result of individual's attitude toward

reading and his/her attitude toward some other, alternative activity.

Although teachers agree that positive attitude to learning is crucial for lifelong reading, some of them do very little to help enhancing and maintaining it. In their longitudinal study, Kush and Watkins (1996) found out that pupils' positive attitude toward reading significantly decreases during elementary school years. The decrease is higher in boys than in girls. However, in all pupils the frequency decreases both for reading in their spare time and for reading for school. The authors warn that not enough attention is being paid to boys that start the schooling with negative attitude to reading. Without being additionally enhanced for reading during the school years, this attitude does not get better but even more negative.

Moreover, the results of international studies show that pupils' reading motivation and their reading achievements are highly connected (Mullis, Martin, Gonzales, & Kennedy, 2003). The results of PIRLS 2001 where also the Slovenian three-graders, their parents, teachers and school principals participated, show that those pupils that assessed their reading positively reached higher achievements in reading. The pupils that reported to have positive attitude toward reading reached higher reading achievements compared to international average results, whereas other pupils did not even reach the international average results (Bucik, 2003; Pečjak, Knaflič, & Bucik, 2003). Also, the results of PISA 2000 (OECD, 2002), that examines the literacy of 15 years old pupils, reveal the importance of reading motivation. In all countries included, pupils that are highly engaged readers, reach the results that are at least for one level higher than pupils that are not engaged readers. Especially, the experts emphasize that more attention should be paid to boys' reading motivation. Namely, the large differences in boys' and girls' reading achievements correspond to the differences in their reading engagement. The analysis of the results revealed that when controlling the differences in engagement, the sex differences decreased to one third. Obviously, high reading engagement can diminish the sex differences in reading achievements. At the same time, the sex differences do not reflect only in the time that the pupils devote to reading. Moreover, girls and boys have a different reading profile; boys report to read more journals, newspapers and comics, whereas girls read more literature.

AIMS

The results of different studies show the decrease in pupils' reading motivation during school years (Kush & Watkins, 1996; McKenna et al., 1995; OECD, 2002; Wigfield, 1997). Thus, for effective educational interventions it is highly important to know the reading motivation in older elementary school pupils. Therefore, our empirical study has the following aims:

- (1) Considering reading motivation as a factor that stimulates reading (Pečjak & Gradišar, 2002) and influences reading activity, we wanted to examine the relationship between dimensions of reading motivation and pupils' reading behaviour, especially the frequency and duration of reading.
- (2) The research shows that reading motivation is highly related to reading achievement; better readers are more motivated for reading. This is true for boys and girls and for different age groups of pupils (Wigfield & Guthrie, 1997). The findings of Guthrie and Schafer (1998) are similar – although girls generally have better reading achievements, in case of being more engaged than girls, boys show better reading comprehension. Therefore, our second aim is to establish potential differences in reading motivation between poor, average and good readers.
- (3) Based on findings that teacher's beliefs influence his/her behaviour we wanted to investigate teachers' beliefs about the importance of reading generally and about the importance of reading instruction. We were also interested in how these beliefs are related to his/her activities in the classroom.
- (4) Because of the importance of contextual factors, especially classroom environment and teacher's activities in the classroom we examined whether and how often teachers use different activities for enhancing pupils' reading motivation in the classroom, and how is this reflected in pupils' reading motivation, whereas most of the existing research in this field focused on the classroom environment in initial years of schooling, we were especially interested how these factors are related to pupils' reading motivation in older pupils (between 14 and 15 years).

METHOD

Participants

1178 pupils of seventh grade (eight year school) and eighth grade (nine year school) from 24 elementary schools in Slovenia participated in the study. Both students from urban and rural environment and both from bigger (more than 450 pupils) and smaller schools were represented in the sample. Pupils' average age was 14.5 years ($SD = 0.3$); 618 of them were girls (52.5%) and 560 were boys (47.5%). There were no differences between seven-graders (eight year school) and eight-graders (nine year school) in any of motivational variables. Therefore, they were treated as a single sample.

Furthermore, 67 teachers who teach pupils their mother tongue (Slovene) participated in the study: 61 females (92%) and 6 males (8%).

Instruments

Three instruments were used to assess pupils' reading motivation, pupils' reading efficiency, and several teachers' variables.

For the assessment of pupils' reading motivation we used the adapted version of *The Motivation for Reading Questionnaire (MRQ)*; Wigfield and Guthrie, 1997). The questionnaire consists of 54 items tapping 11 dimensions of reading motivation and it is supposed to be used from the third to sixth grade. Items are answered on a four-point scale (1 – very different from me, 2 – little different from me, 3 – a little like me, 4 – a lot like me) and two items are scored reversed. Since the students in our sample were older and can better differentiate their levels of reading motivation than pupils in Wigfield's in Guthrie's study, we adapted the scale from four- to a five-point scale, with 1 - not at all true for me, 2 - rarely true for me, 3 - sometimes true for me, 4 - often true for me, 5 - always true for me.

Based on our results we tested the validity of our adaptation using factor analysis. The structure of MRQ for seventh grade students was assessed with exploratory factor analysis (Varimax rotation, scree test). Four factors that accounted for 42.60% of common variance were found. All items had loadings greater than 0.30. Three items were deleted from further analysis (items 33, 39 and 46), because they had equal loadings on more than one factor. The factorial structure of MRQ is: 1st factor: extrinsic motivation (13.20% of explained variance, Cronbach $\alpha=0.90$, 12 items); 2nd factor: interest and reading in social context (12.90% of explained variance; Cronbach $\alpha=0.88$, 18 items); 3rd factor: involvement and immersion in reading (11.23% of explained variance, Cronbach $\alpha=0.88$, 13 items); 4th factor: lack of self-efficacy (5.24% of explained variance, Cronbach $\alpha=0.67$, 8 items). The second and the third factors are factors of internal motivation.

For the assessment of pupils' reading behaviour we used two questions. First, pupils were asked how frequent they read. They answered on the five-point scale (1- every day; 2 - three to five times a week; 3 – once or twice a week; 4 – once or twice a month; 5 – never or almost never). In the second question, pupils were asked how long they usually read within a day. Again, the five-point scale was used (1 - more than one hour; 2 – from half an hour to one hour; 3 – from 15 minutes to half an hour; 4 – less than 15 minutes; 5 – I don't read at all).

To assess pupils' reading efficiency the scale *Teacher's assessment of pupils' reading* was used. Teachers were asked to assess the reading of every single pupil. In the seventh grade students do not read aloud in class a lot and

teachers do not grade their reading any more. Therefore, only a 3-point scale for the evaluation of reading was used (1 - poor reader, 2 - average reader, 3 - good reader).

The questionnaire for teachers includes 24 items. The teachers were asked to choose between three or four answers or to answer on the five-point scale. The questionnaire was designed to assess teachers' beliefs about the importance of reading generally, about the importance of the aims of reading instruction and about his/her activities in the classroom. The questionnaire also includes questions about how often teachers read silently or aloud in their Slovene lessons, how often teachers act as models (i.e. reading aloud, talking with pupils about what they read etc.), how many various text materials they use in their lessons, how often they teach pupils how to use different reading strategies as an instrument for learning and if they enable pupils to choose the reading materials for home readings.

Procedure

The research was going during the school year of 2003/04, from October to November 2003. The reading motivation questionnaire was administered to pupils during the lessons with the help of the school counsellors. The school counsellor read the instructions and the pupils independently completed the questionnaires. The average time for the administration of the questionnaires was 30 minutes.

The Slovene teachers assessed the reading of every single pupil on the three-point scale. They also individually completed the Questionnaire for teachers. All questionnaires were collected till the middle of November.

RESULTS

First, the relations between factors of reading motivation and pupils' reading behaviour and reading efficiency is presented. Then, we present the relations between teacher variables and pupils' reading motivation.

Reading motivation and pupils' reading behaviour (frequency and duration of reading)

First, we wanted to answer the question whether pupils' reading motivation is actually reflected in the amount of their reading, measured by the frequency and the duration of reading.

Therefore, we classified the pupils in three groups with regard to the frequency of their reading: (1) pupils who read frequently (every day or almost every day); (2) pupils who read at times (once or twice a week) and (3) pupils

Table 1

The results of ANOVA for testing the difference in reading motivation between three groups of pupils with regard to the frequency of their reading.

Factors of reading motivation	Frequency of reading			F
	Group 1	Group 2	Group 3	
	(N=521)	(N=309)	(N=261)	
	M	M	M	
	(SD)	(SD)	(SD)	
Extrinsic motivation	45.14 (9.75)	42.70 (9.43)	39.26 (11.49)	29.64**
Interest and reading in social context	60.14 (11.99)	54.20 (10.95)	46.92 (12.02)	105.35**
Involvement and immersion in reading	54.20 (7.48)	47.31 (8.28)	39.22 (10.73)	279.23**
Lack of self-efficacy	21.12 (4.82)	23.93 (4.51)	25.11 (4.85)	79.26**

Notes. Group 1 – pupils who read frequently; Group 2 – pupils who read at times; Group 3 – pupils who read seldom. *df* for frequency of reading = 2.

** $p < .001$; All pairs of groups are significantly different at $p < .01$ level on all four variables of reading motivation (Bonferroni post hoc tests)

who read seldom (once or twice a month or less). We used the analysis of variance to test the differences in reading motivation between the three groups. These results are presented in Table 1.

The results presented in Table 1 show that the effect of the frequency of pupil's reading is significant for all factors of reading motivation. Namely, the differences between three groups of readers are significant for all reading motivation factors. Bonferroni post hoc test revealed that readers who read frequently report to be highly extrinsically motivated compared to those that read occasionally ($p < .01$), whose extrinsic motivation is again higher than that of those who read seldom/never ($p < .001$). The same tendency can be observed for the second factor – the interest for reading and reading in social context. The results on this dimension are higher in pupils that read frequently compared to occasional readers ($p < .001$). However, the pupils who read occasionally reported to have higher interest in reading than those who read seldom or never ($p < .001$). In the intrinsic motivation that is reflected as involvement and immersion in reading, the pupils who read frequently reached the highest results, followed by the pupils who read occasionally and then the pupils who read seldom/ never (in both cases $p < .001$). On the lack of self-efficacy dimension, the pupils

that read seldom/never proved to be the least competent. The group of occasional readers reported to be more competent compared to them ($p < .001$) and the group of frequent readers proved to be the most competent ($p < .001$).

Thus, the decision to read is most often in those pupils that are the most extrinsically motivated, who show the highest interest for reading and reading in social context, who are the most involved and immersed in reading and who are the most competent.

We also examined the relations between the factors of reading motivation and the duration of reading. Again, with regard to the duration of reading pupils were classified into three groups: (1) pupils who read for longer periods of time (more than half an hour a day); (2) pupils who read for shorter periods of time (to half an hour a day), and (3) pupils who do not read at all. The results of the analysis of variance are presented in Table 2.

As seen in Table 2, there are significant differences between the groups of pupils with regard to duration of their reading in all four factors of reading motivation. Pupils who read for longer periods of time report to be the most extrinsically motivated, followed by those who read for shorter periods of time and then those who don't read at all. The

Bonferroni post hoc analysis proved that the differences between all three groups are significant ($p < .001$ for both differences). For both factors of intrinsic motivation – interest for reading and involvement and immersion in reading, the tendency is the same. Pupils who read for longer periods of time show higher levels of interest compared to those who read for shorter periods, who again show more interest than those who don't read at all ($p < .001$ for both differences). In the involvement and immersion in reading, the differences between groups are the largest. Those pupils who read for longer periods of time get more involved and immersed in reading than those who read for shorter periods ($p < .001$), who are more involved than those who do not read at all ($p < .001$). However, the tendency is different for the competence (self-efficacy) factor; those who read for longer periods of time report to be the most competent compared to those who read for shorter periods ($p < .001$). Those who don't read at all report to be more competent compared to those who read for shorter periods, but the difference is not significant ($p = .515$). To sum up, those pupils who are highly extrinsically and intrinsically motivated and who feel competent read for longer periods than those who are less motivated and feel less competent.

Reading motivation in relation to reading efficiency

Using the two-way analysis of variance we examined the effect of pupils' reading efficiency (as assessed by their teachers) and sex on their reading motivation. The results of this analysis are presented in Table 3.

There are significant differences between poor, average, and good readers in all four factors of reading motivation. Poor readers are less extrinsically motivated, less intrinsically motivated (show lower interest for reading generally and for reading in social context, get less involved and immersed in reading) and more incompetent than average readers; average readers have lower reading motivation on all four factors compared to good readers.

The Bonferroni post hoc test revealed the following differences: poor readers are less extrinsically motivated than average ($p < .05$) and good readers ($p < .001$), whereas the differences between good and average readers in extrinsic motivation are marginally significant ($p = .053$). Also, poor readers report to be less interested in reading (generally and in social context) compared to good readers ($p < .001$). The difference between poor and average readers in their interest is not significant. In the involvement and immersion in reading, there are significant differences between all three groups: good readers get more involved and immersed in reading than the average readers ($p < .001$) who are higher on that factor than poor readers ($p < .001$). Poor readers feel less competent compared to average readers ($p < .001$) who report to be less competent than good readers ($p < .001$).

Table 2

The results of ANOVA for testing the difference in reading motivation between three groups of pupils in regard of the duration of their reading.

Factors of reading motivation	Duration of reading			F
	Group 1	Group 2	Group 3	
	(N=940)	(N=135)	(N=12)	
	M	M	M	
	(SD)	(SD)	(SD)	
Extrinsic motivation	43.83 (9.96)	39.48 (11.12)	24.33 (9.06)	31.87**
Interest and reading in social context	56.80 (12.28)	48.44 (11.94)	29.82 (12.90)	51.82**
Involvement and immersion in reading	50.40 (9.40)	38.52 (10.24)	25.50 (11.94)	119.72**
Lack of self-efficacy	22.42 (4.99)	25.65 (4.67)	23.55 (3.64)	28.53**

Notes. Group 1 – pupils who read for longer periods of time; Group 2 – pupils who read for shorter periods of time; Group 3 – pupils who do not read at all.

** $p < .001$; All pairs of groups are significantly different at $p < .01$ level on the first three variables of reading motivation; only Group 1 and Group 2 are significantly different on the *Lack of self-efficacy* at $p < .001$ (Bonferroni post hoc tests)

Table 3

The results of two-way ANOVA for testing the effect of pupils' reading efficiency and their sex on different factors of reading motivation

Factors of reading motivation		Reading achievement			F		
		Poor readers ^a (n = 174) M (SD)	Average readers ^b (n = 430) M (SD)	Good readers ^b (n = 421) M (SD)	Effects of readers	Effects of sex	Interaction
Extrinsic motivation	boys (n=493)	39.35 (10.87)	41.64 (10.56)	44.03 (10.66)	11.502***	5.879***	0.26
	girls (n=532)	43.15 (9.96)	44.36 (9.21)	44.96 (10.14)			
Interest and reading in social context	boys (n=465)	50.28 (12.23)	50.49 (13.05)	53.67 (12.04)	7.05***	76.15***	0.65
	girls (n=508)	59.33 (11.50)	57.47 (11.72)	60.77 (11.90)			
Involvement and immersion in reading	boys (n=489)	42.30 (10.62)	44.37 (11.50)	49.64 (10.23)	39.47***	54.15***	0.25
	girls (n=560)	46.57 (8.47)	50.65 (8.76)	53.88 (7.55)			
Lack of self-efficacy	boys (n=525)	24.42 (4.64)	23.10 (4.98)	22.97 (5.22)	24.53***	0.69	0.54
	girls (n=585)	24.35 (4.96)	23.86 (4.82)	21.70 (4.68)			

*** $p < .001$; extrinsic motivation: $p^{a-b} < .05$, $p^{a-c} < .001$, $p^{b-c} = .053$; interest and reading in social context: $p^{a-b} = \text{n.s.}$, $p^{a-c} < .001$; involvement and immersion in reading: $p^{a-b} < .001$, $p^{b-c} < .001$; lack of self efficacy: $p^{a-b} < .001$, $p^{b-c} < .001$.

There are sex differences in three factors of reading motivation, all in the same direction. Girls report to be more extrinsically and intrinsically motivated for reading than boys. The only reading motivation dimension where boys and girls do not differ is the competence factor. There are no significant interaction effects of reading efficiency and sex.

Teacher's beliefs about the importance of reading in relation to his/her activities in the classroom.

The relationship between teacher's beliefs about the importance of reading generally and about the importance of reading goals in curriculum on one side and his/her activities in the classroom is presented in the correlation matrix in Table 4.

As can be observed in Table 4, teacher's beliefs about reading are significantly connected with his/her activities in the classroom. Teacher's beliefs about reading generally correlate moderately with the frequency of reading during lessons, with teaching reading strategies, and with pupils' reading during lessons. Although the correlations with enhancing pupils to read and to discuss about reading material, with using various reading materials, and with acting as a model are low, they are significant.

The correlations between teacher's beliefs about the importance of reading goals in curriculum and acting as a model, and using various reading materials are significant and moderate. Significant low correlations of these beliefs can be observed with the frequency of reading during les-

Table 4
Pearson product-moment correlations between teacher's beliefs about the importance of reading and his/her activities in the classroom

Teacher's activity in the classroom	Teacher's beliefs about...	
	...the importance of reading generally	...the importance of reading goals in curriculum
<i>The frequency of the use of (various) reading materials</i> (frequently – at least once or twice a week; occasionally – once or twice a month; seldom – never/almost never)	0.17*	0.26*
<i>Acting as a reading model</i> (teacher reads to pupils aloud from textbooks and literature; talks with pupils about the books; illustrates his explanation with reading texts)	0.11*	0.31*
<i>Enhancing pupils to read and to discuss about reading material</i> (teacher enhances pupils to read different texts that are connected with the topics they learn; directs pupils' attention to the articles in newspapers and magazines; tests pupils knowledge learned from textbooks; enhances pupils to bring their own books to the lessons; discusses with pupils about what they read; enhances them to recommend the books to the schoolmates and to talk about what they read)	0.18*	0.16*
<i>The frequency of reading during lessons</i> (frequently – at least once or twice a week; occasionally – once or twice a month; seldom – never/almost never)	0.37*	0.19*
<i>Pupils' reading during lessons (silent, aloud)</i> (pupils read aloud; pupils read silently; pupils read in groups)	0.22*	0.07
<i>Teaching reading strategies</i> (teacher teaches pupils how to use different reading techniques; systematically develops their vocabulary; helps them to understand new words in texts)	0.32*	0.17*

Note. The variables "frequency of the use of various reading materials", "frequency of reading during lessons" and "pupils' reading during lessons" were classified on the scale from behaviour that occurs frequently to behaviour that occurs seldom.

*p < .01

ons, with teaching reading strategies, and with enhancing pupils to read and to discuss about what they read.

Teacher's activities that enhance pupils' reading motivation

The results of this study show that teacher's beliefs are significantly connected with his/her activities for enhancing reading motivation in the classroom. However, the further question is whether these activities really have effect on pupils' reading motivation. In table 5, we present those teacher's activities that we found to be significantly connected with at least one factor of pupils' reading motivation. Teachers are classified in three groups according to the frequency of their activities in the classroom.

Teaching reading strategies has a significant effect on three reading motivation factors: on pupils' extrinsic motivation (teachers who teach reading strategies more often have more extrinsically motivated pupils), on interest and reading in social context (pupils of those teachers that frequently teach reading strategies show the highest interest) and on involvement and immersion in reading (pupils of teachers that teach reading strategies more frequently get more involved and immersed in reading).

Other teacher's activities, presented in Table 5, have effect only on one of the reading motivation factors. Enhancing pupils to read and to discuss about texts is a significant factor of pupils' extrinsic motivation. Pupils of those

Table 5

The results of ANOVA for the effect of teacher's classroom activities on pupils' reading motivation.

Teacher's classroom activities		Factors of reading motivation											
		Extrinsic motivation			Interest and reading in social context			Involvement and immersion in reading			Lack of self-efficacy		
		<i>N</i>	<i>M</i> (<i>SD</i>)	<i>F, df, p</i>	<i>N</i>	<i>M</i> (<i>SD</i>)	<i>F, df, p</i>	<i>N</i>	<i>M</i> (<i>SD</i>)	<i>F, df, p</i>	<i>N</i>	<i>M</i> (<i>SD</i>)	<i>F, df, p</i>
Use of various reading materials	seldom						154	48.30 (9.74)					
	occasionally						306	50.72 (9.57)	5.21 (<i>df</i> =2)				
	frequently						116	51.18 (10.22)	<i>p</i> <.006				
Acting as a reading model													
Enhancing pupils to read and to discuss about reading materials	seldom	250	40.68 (10.60)										
	occasionally	306	41.45 (9.53)	7.96 (<i>df</i> =2)									
	frequently	84	44.33 (9.91)	<i>p</i> <.001									
Frequency of reading during lessons seldom	seldom	500	42.04 (10.28)	19.82							537	22.73 (4.83)	4.54
	frequently	94	47.07 (8.85)	(<i>df</i> =1) <i>p</i> <.001							117	23.80 (5.44)	(<i>df</i> =1) <i>p</i> <.033
Pupils' reading in the classroom	seldom						62	49.81 (9.26)					
	occasionally						551	48.83 (9.91)	3.14 (<i>df</i> =2)				
	frequently						172	51.00 (10.34)	<i>p</i> <.05				
Teaching reading strategies	seldom	14	36.86 (12.80)		12	45.17 (10.96)		17	45.06 (9.81)				
	occasionally	33	43.39 (9.83)	3.02 (<i>df</i> =2)	322	55.37 (11.85)	5.43 (<i>df</i> =2)	339	49.03 (9.34)	3.02 (<i>df</i> =2)			
	frequently	30	42.70 (10.08)	<i>p</i> <.05	296	56.74 (13.09)	<i>p</i> <.01	316	50.24 (10.29)	<i>p</i> <.05			
Giving opportunities to choose reading materials	yes				279	52.84 (12.44)	364 (<i>df</i> =1) <i>p</i> =.058						
	no				145	56.91 (13.97)							

Notes. *N* – number of pupils that are included in a certain teacher's activity; the number of subjects in the analyses varies according to the number of missing data in particular activities of teacher.

teachers that frequently enhance them have the highest extrinsic motivation and those pupils that are seldom being enhanced by their teachers have the lowest extrinsic motivation.

Using various reading materials and reading to the pupils during lessons has significant effects on pupils' involvement and immersion in reading. Pupils of teachers that more frequently use various reading materials are more intrinsically motivated than pupils of those that seldom use various reading materials. Similarly, pupils who are encouraged to read in the classroom frequently have higher intrinsic motivation than those who are seldom encouraged for such activity.

Interest for reading and reading in social context is influenced by the possibility to choose reading materials. Pupils of those teachers who give opportunities to choose reading materials show higher interest for reading than those pupils who do not get such opportunities. The frequency of teacher's reading during lessons has an effect on pupil's competence in the classroom. Pupils of the teachers who frequently read in the classroom felt more competent than those pupils whose teachers seldom read during lessons.

DISCUSSION

The main purpose of our study was to examine the reading motivation in pupils of higher elementary school grades and to investigate if and with what kind of activities teacher can enhance the development of reading motivation in pupils. This question is of a special importance because empirical studies consistently show a significant decrease in reading motivation in later elementary school years and in secondary school (Kush & Watkins, 1996; McKenna et al., 1995; OECD, 2002; Wigfield, 1997). Besides, we also wanted to find out whether pupils' self-reported reading motivation is actually reflected in their reading practices and whether it relates to reading efficiency.

Pupils' reading motivation and reading behaviour

Reading behaviour that should reflect reading motivation is mainly defined as the frequency and the duration of reading. The results of this study show that the factors of reading motivation are significantly related to the amount of reading, both to the frequency and to the duration of reading. Pupils who read more frequently and for longer periods are more extrinsically and intrinsically motivated (show more interest for reading generally and for reading in social context and get more involved and immersed in reading) and feel more competent than pupils that read for shorter periods, seldom or never.

These results are consistent with findings of Wigfield and Guthrie (1997) and Baker and Wigfield (1999) about the direct relationship between factors of reading motivation and reading behaviour, although these studies were performed on younger elementary school pupils – the third- and fifth-graders. Our results imply that these findings can be generalized also to older elementary school pupils. Therefore, we can agree with the conclusions of the researchers mentioned above that reading motivation predicts the frequency and the duration of reading. Nevertheless, the frequency and the duration of reading are especially important as predictors of reading comprehension and thus indirectly influence pupils' academic achievement (Guthrie, Wigfield, Metsala, & Cox, 1999).

Pupils' reading motivation and their reading efficiency

The results of numerous studies show that reading motivation is connected to pupils' reading efficiency (Cipielewski & Stanovich, 1992; Cunningham & Stanovich, 1991; Wigfield & Guthrie, 1997) and that it is an important predictor of pupils' academic achievement (Madden, Slavin, Karweit, Dolan, & Wasik, 1993). Therefore, our next aim was to investigate whether better readers actually are more motivated for reading and which dimensions of reading motivation are the strongest factors of reading achievements. Moreover, we wanted to examine the sex differences in reading motivation that are reported by many researchers (Eccles, Wigfield, Harold & Blumenfeld, 1993; Marsh, 1989; Mullis et al., 2003) on Slovenian sample.

The results of our study show that reading efficiency of seventh-graders correlates significantly with all dimensions of reading motivation: with extrinsic motivation, with intrinsic motivation (interest for reading and reading in social context; involvement and immersion in reading) and with reading (in)competence. There are significant differences between good, average, and poor readers in all four factors. Good readers (both girls and boys) show the highest level of extrinsic motivation, the highest interest for reading and reading in social context, get more involved and immersed in reading and feel the most competent for reading. Poor readers show low levels of extrinsic motivation, the lowest interest for reading and reading in social context, get less involved and immersed in reading and feel at least competent for reading. There are sex differences in the first three factors – girls are more extrinsically and intrinsically motivated for reading compared to boys.

The results are congruent with the research on reading motivation that consistently shows differences between good and poor readers. These differences were found also in the international PIRLS 2001 study (Mullis, et al., 2003; Pečjak, et al., 2003). In PIRLS study it was also found that Slovene students with high reading self-efficacy have higher results than the average international reading achievement,

while students with low self-efficacy do not reach the international average. Lau and Chan (2003) found significant differences between good and poor readers in intrinsic motivation and in self-efficacy, with poor readers constantly showing low self-efficacy and low intrinsic motivation. These connections between self-efficacy and intrinsic motivation can be fatal for students, because they work as the so-called "Matthew's effect". Matthew's effect is seen in a circular process, where the good readers can improve their reading more than less successful students. Higher reading achievement leads to higher feeling of self-efficacy, higher self-efficacy motivates students for reading, they devote more time to reading activities and consequently, they can develop higher reading proficiency (Guthrie, et al., 1999). Self-efficacy in reading can be a link between frequent reading and reading achievement.

The relationship between teacher's beliefs about the importance of reading and his/her behaviour in the classroom

It is often emphasized that teacher's beliefs about certain topic (e.g. reading motivation) influence his/her classroom practices. Therefore, our aim was to examine the importance the teachers attribute to reading generally and how important they find the reading instruction goals in curriculum. One would expect that teachers who highly value reading and reading goals use the activities that enhance pupils' reading motivation more often. The results of this study support this assumption. Significant, moderate correlations were found between teacher's beliefs about the importance of reading and the frequency of teacher's and pupils' reading: teachers who highly value reading read during lessons and organize the activities in such a way that pupils read during lessons more often. Moreover, these teachers teach pupils how to use different reading strategies more often.

Teacher's beliefs about the importance of reading goals are reflected in acting as a reading model. Teachers that find reading goals in curriculum important act as a reading model for pupils more often – they read them from books aloud, discuss with pupils about what they read etc. This finding implies the need to permanently educate teachers about the importance of reading and reading goals for pupils' reading (academic) achievement and for lifelong learning, both in the period of formal education and later.

Teacher's activities for enhancing pupils' reading motivation

Teachers often use some classroom activities to enhance pupils' reading motivation. Therefore, we were interested in which activities actually have effects for the develop-

ment of pupils' reading motivation. The following activities proved to be efficient: the frequency of using various reading materials, enhancing pupils to read and to talk about what they read, the frequency of reading during lessons, and teaching reading strategies to pupils. As can be seen in Table 5, all these activities (except acting as a reading model) have an effect on the dimensions of reading motivation in pupils.

More frequent use of various reading materials influences pupils' involvement and immersion in reading. Pupils of the teachers that use various reading materials more frequently are more intrinsically motivated compared to the pupils of teachers that use such reading materials occasionally or seldom. The possible explanation of this finding is that by using various reading materials it is more likely that the materials are interesting for pupils, which implies more involvement and immersion in reading. Similar are the findings of Guthrie and Humenick (2004) that using interesting text that refers to topic interest, format appeal, and relevance of textual material increases intrinsic reading motivation.

The results of some other studies (Gambrell et al., 1996; Lundberg & Linnakyla, 1993) show that one very important way in which teachers motivate students to read is by being an explicit reading model. Teachers who love reading and are avid readers themselves have students who have higher reading motivation than do students of teachers who rarely read. In our study, we did not find any significant correlation between teacher's acting as a reading model and factors of reading motivation. It is possible that although being aware of the importance of teacher's model for pupils' motivation, teachers do not have enough time during lessons to read to pupils and to discuss with them about books.

One of the important teacher's activities for the development of pupils' reading motivation is enhancing pupils to read and to discuss about books. The good way to organize such activities is discussion in small groups or cooperative learning. We found this activity to be related to higher extrinsic motivation in pupils which is not consistent with the findings of some other authors (Guthrie & Humenick, 2004; Turner, 1997) that social collaboration during reading which includes social discourse and other collaborative activities is intrinsically motivated. However, our results are similar to the findings of authors that report cooperative activities to be significantly related to pupils' reading behaviour – i.e. the frequency and the duration of reading (Guthrie et al, 1999; Taylor, Pearson, Clark & Walpole, 2000). Another important teacher's practice is enabling pupils to choose the reading materials. When students are supported in choosing in a wide selection of text, reading motivation and achievement increase (Gambrell et al., 1996; Guthrie, & Cox, 2001). The results of this study are consis-

tent with these findings: pupils who have the opportunity to choose the reading materials autonomously show higher interest for reading and reading in social context.

The frequency of reading in the classroom (independently of who is the reader – teacher or pupils) is connected with extrinsic motivation and lack of self-efficacy in students. In classrooms where teacher frequently reads during lessons pupils are more extrinsically motivated for reading. However, they feel less competent compared to pupils in the classrooms where teacher reads seldom. Frequent pupils' loud or silent reading is connected with pupils' involvement and immersion in reading. Pupils who read more often during lessons are more intrinsically motivated for reading compared to those who read seldom.

Teaching reading strategies proved to be an activity that has effect on most factors of reading motivation: on extrinsic motivation, on interest and reading in social context and on involvement and immersion in reading. Pupils who are more frequently being taught how to use different reading strategies by their teacher report to be more extrinsically and intrinsically motivated. It can be assumed that strategy training provides students with cognitive tools that help them perform better with text, which is reflected in higher extrinsic and intrinsic motivation. The results of other studies support the high importance of teaching such strategies (Klingner, Vaughn, & Schumm, 1998; Pressley, 1997; Schunk & Pajares, 2002).

Revealing the significant effect of teacher's behaviour on pupils' reading motivation, the results of this study imply the importance of certain educational practices. It is reasonable to form the program for systematic development of pupils' reading motivation that includes both motivational factor (e.g. enhancing pupils to read, teacher's and pupils' frequent reading during lessons, enabling pupils to be autonomous in choosing the reading materials) and cognitive factors (e.g. teaching reading strategies). The joint functioning of motivational and cognitive factors is one of the ways to improve pupils' reading achievement, which is proved also by some already existing programs – e.g. Concept-Oriented Reading Instruction – CORI (Guthrie, Alao, & Rinehart, 1996; Guthrie, Wigfield, Barbosa, Perencevich, Taboada, Davis, Scaffidi, & Tonks, 2004) or Reading Incentive Programs (Fawson & Moore, 1999).

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