LITERATURE REVIEW ON

THE CORRELATES AND TOOLS USED TO MEASURE READING MOTIVATION IN PRIMARY SCHOOL CHILDREN

A Dissertation submitted as part of the internship programme on Educational Psychology

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DECLARATION OF AUTHORSHIP

I hereby declare that the work in this dissertation titled "Review of Literature on the Correlates & Tools used to measure reading motivation in primary school children" has been carried out by me as part of a research internship programme on Educational Psychology conducted by Indian Statistical Institute. The information derived from existing literature has been duly acknowledged in the text, and a list of references provided. This dissertation has not been presented previously, at any other institution.

Somdatta Chattopadhyay

Date- 16.09.2021

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ABSTRACT

The study aims to identify and effectively scrutinize the impact of a multiplicity of factors on reading motivation of primary school children. The review has examined studies from various countries across the globe- Turkey, India, UK, USA, Pakistan, Africa and Australia to name a few. The predominant factors which were found to affect reading motivation of primary school children were home literacy environment, classroom influences, culture along with demographic factors including age, gender, ethnicity and socio-economic status. Likewise, reading motivation was also found to be highly related with factors like reading achievement, skill and comprehension. Cognitive factors exerting influence on primary school children's reading motivation included self- efficacy, involvement and interest in reading to name a few.

Moreover, since reading motivation is a critical contributor to reading achievement, educators, evaluators and researchers need to select scales for objective measurement and compare them on the basis of psychometric properties such as reliability, age range and constructs measured. Hence, a total of seven reading motivations scales were reviewed which fall under the categories of early childhood and elementary grades respectively. The scales include Children's Motivation for Reading Scale (Baker & Scher, 2002), Young Children's Academic Intrinsic Motivation Inventory (Gotfried,1990), Young Reader Motivation Questionnaire (Coddington & Guthrie, 2009), Motivation for Reading Questionnaire (Wigfield & Guthrie), Motivation to Read Profile (Coddling, Palmer, Gambrell & Mozzoni), SRQ Reading Motivation Questionnaire and Reading Self- Concept Scale and Reading and Writing Motivation Questionnaire (D.Dutta Roy)

Results indicated that by gaining and in depth understanding of the correlates of reading motivation and systematically reviewing the tools used to measure it, educators can help to implement newer, more innovative strategies to improve and sustain reading motivation in students right from the early elementary grades.

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LITERATURE REVIEW ON THE CORRELATES AND TOOLS USED TO MEASURE READING MOTIVATION IN PRIMARY SCHOOL CHILDREN

1. INTRODUCTION

"Reading motivation refers to an individual's personal goals, values, and beliefs with regard to the topics, processes, and outcomes of reading" (Guthrie & Wigfield, 2000). Reading is a valuable academic and life skill; thus, learning to read is an important milestone in all students' educational careers (Senechal & LeFevre, 2002; Stainthrop & Hughes, 2004). Many national, state, and local reforms focus on increasing literacy performance by emphasizing the acquisition of cognitive skills, such as phonics and reading comprehension (Afflerbach & Cho, 2011).

1.1. Reading motivation

Research on reading usually distinguishes between intrinsic and extrinsic motivation, which could be described differently depending on the theoretical framework. Most studies of reading motivation over the last decade have been inspired by the framework of Allan Wigfield and John Guthrie (1997). They proposed not only a multidimensional approach to reading motivation based on the leading theories in the field (self-efficacy theory, achievement goal theory, intrinsic motivation theory, and expectancy value theory), but also an instrument for its measurement. Intrinsic motivation according to this approach is defined as interest, involvement, or curiosity, while extrinsic motivation is discussed as a process of recognition, competition, or control (Wigfield & Guthrie, 1997)

1.2. Reading motivation in primary school children

To a great extent, modern education is built on the foundation of a person's ability to read and comprehend textual instructions or passages on different topics. The early elementary school years are crucial for the development of reading skills. Evidence indicates that reading skills develop at a higher rate in the first year of formal schooling than in later grades (e.g., Liu et al., 2016). At the end of elementary school, reading becomes not the aim of learning per se but rather the instrument that is used to acquire knowledge of another subject. Previous studies also have provided evidence that early reading skills at the start of schooling predict subsequent reading achievement in elementary school and later (e.g., Cunningham & Stanovich, 1997; Duncan et al., 2007; Shin et al., 2013; Sparks et al., 2014).

1.3. Who are primary school children?

A primary school (in Ireland, the UK & Australia), junior school (in Australia), elementary school or grade school (in the US & Canada) is a school for primary education of children who are four to eleven years of age (and sometimes up to thirteen years of age). It typically comes after preschool and before secondary school.

The International Standard Classification of Education considers primary education as a single phase where programmes are typically designed to provide fundamental skills in reading, writing and mathematics and to establish a solid foundation for learning.

2. THEORETICAL FRAMEWORKS OF READING MOTIVATION

Waugh (2002) identified eight models of motivation in the literature, each emphasizing different aspects, some of which are interrelated. The ten models can be summarized under the following headings.

2.1. Arousal Model Of Motivation (Covington & Omelich, 1987; Naveh Benjamin 1991, Tobias 1985)

Research shows that moderate arousal is generally best; when arousal is very high or very low, performance tends to suffer (Yerkes & Dodson, 1908). Think of your arousal level regarding taking an exam for this class. If your level is very low, due to boredom and apathy, your performance will likely suffer. Similarly, a very high level, due to extreme anxiety, can be paralyzing and hinder performance.

But optimal arousal level is more complex than a simple answer that the middle level is always best. Researchers Robert Yerkes and John Dodson discovered that the optimal arousal level depends on the complexity and difficulty of the task to be performed This relationship is known as Yerkes-Dodson law, which holds that a simple task is performed best when arousal levels are relatively high and complex tasks are best performed when arousal levels are lower.

2.2. Needs model (Darley, Glucksberg, and Kinchla, 1988; Maslow, 1970)

Needs theories attempt to identify internal factors that motivate an individual's behavior and are based on the premise that people are motivated by unfulfilled needs. For example, if you were dissatisfied with living in your parents' basement at age 40, you might go out and find your own apartment. In doing so, you will fulfil the need for privacy, independence and the ability to bring a date home without having to explain why you still live with your parents. Needs are psychological or physiological insufficiencies that provoke some type of behavioural response. The needs a person has can range from weak to strong and can vary based on environmental factors, time and place.

2.3. Achievement and social goal model of motivation (Bandura, 1986, Maehr, 1984, McClelland, 1985, Wentzel, 1981)

Cultures shape the types of goals that students pursue in the classroom. However, research in achievement goal theory seems to have neglected this cultural aspect with its exclusive focus on individualistically-based goals such as mastery and performance goals. This emphasis on mastery and performance goals may reflect Western individualist psychological thinking. Thus, social goals, which may be more salient in collectivist cultures, are relatively neglected. There is a dearth of studies investigating the role of social goals in academic motivation.

2.4. Behavioural Model of Motivation (Bogianno and Barrett 1992, Butler, 1988, Cameron & Pierce, 1994, Heckhausen, 1991; Lepper and Haudel, 1989)

The behaviouristic approach examines how motives are learned and how internal drives and external goals interact with learning to produce behaviour. Learning theorists have taken a somewhat more global perspective when studying motivation than researchers using the biological approach. These researchers have regarded motivation as one component out of several that combine to cause behaviour. Thus, for example, one major theory regards learning and motivation as combining multiplicatively to determine behaviour.

2.5. Attribution model of Motivation (Maehr, 1989, Weiner, 1985)

Attribution theory is concerned with how individuals interpret events and how this relates to their thinking and behavior. Heider (1958) was the first to propose a psychological theory of attribution, but Weiner and colleagues (e.g., Jones et al, 1972; Weiner, 1974, 1986) developed a theoretical framework that has become a major research paradigm of social psychology. Attribution theory assumes that people try to determine why people do what they do, i.e., attribute causes to behavior. A person seeking to understand why another person did something may attribute one or more causes to that behavior. A three-stage process underlies an attribution: (1) the person must perceive or observe the behavior, (2) then the person must believe that the behavior was intentionally performed, and (3) then the person must determine if they believe the other person was forced to perform the behavior (in which case the cause is attributed to the situation) or not (in which case the cause is attributed to the other person).
Weiner focused his attribution theory on achievement (Weiner, 1974). He identified ability, effort, task difficulty, and luck as the most important factors affecting attributions for achievement. Attributions are classified along three causal dimensions: locus of control, stability, and controllability. The locus of control dimension has two poles: internal versus external locus of control. The stability dimension captures whether causes change over time or not. For instance, ability can be classified as a stable, internal cause, and effort classified as unstable and internal. Controllability contrasts causes one can control, such as skill/efficacy, from causes one cannot control, such as aptitude, mood, others' actions, and luck.

2.6. Self-regulated learning model (Corno, 1992; Reeve,1996; Schunk,1991; Wolters, 1998; Zimmerman, 1990; Zimmerman and Schunk, 1989).

Self-regulated learning (SRL) is one of the domains of self-regulation, and is aligned most closely with educational aims. Broadly speaking, it refers to learning that is guided by metacognition (thinking about one's thinking), strategic action (planning, monitoring, and

evaluating personal progress against a standard), and motivation to learn. A self-regulated learner "monitors, directs, and regulates actions toward goals of information acquisition, expanding expertise, and self-improvement. In particular, self-regulated learners are cognizant of their academic strengths and weaknesses, and they have a repertoire of strategies they appropriately apply to tackle the day-to-day challenges of academic tasks. These learners hold incremental beliefs about intelligence (as opposed to entity, or fixed views of intelligence) and attribute their successes or failures to factors (e.g., effort expended on a task, effective use of strategies) within their control

Finally, self-regulated learners take on challenging tasks, practice their learning, develop a deep understanding of subject matter, and exert effort towards academic success In part, these characteristics may help to explain why self-regulated learners usually exhibit a high sense of self-efficacy. In the educational psychology literature, researchers have linked these characteristics to success in and beyond school

Self-regulated learners are successful because they control their learning environment. They exert this control by directing and regulating their own actions toward their learning goals. Self-regulated learning should be used in three different phases of learning. The first phase is during the initial learning, the second phase is when troubleshooting a problem encountered during learning and the third phase is when they are trying to teach others.

2.7. Perceived Self Efficacy Model (Bandura, 1982, Schunk 1989)

Motivation is based on an individual's desire to achieve a certain goal while self-efficacy is based on an individual's belief in their own capacity to achieve said goal. While in most cases those same individuals with high self-efficacy often have high motivation and vice versa, it is essential to understand that this is not just a foregone conclusion. Think of motivation as what makes one get out of bed, and think of self-efficacy as one's own perception on believing that they have the necessary strength to get out of bed – the two terms go hand but are certainly not exchangeable. Of course, logically speaking, it still remains true that when an individual maintains or increases their levels of self-efficacy, that usually tends to make these individuals get a boost in motivation to continue learning and making progress. This relationship can go both ways; take for example an individual who is motivated to learn and succeed. When an individual is highly motivated to be successful, most of the time it means that they are likelier to achieve whatever goals they set out for themselves, which contributes to increases in their levels of self-efficacy.

2.8. Personal Investment Model (Maehr, 1984; Braskamp, 1986)

A theory that takes a multi-faceted approach to understand when and why learners invest themselves in a particular domain. Personal investment theory posits that there are three key components of meaning--(1) facilitating conditions, (2) sense of self, and (3) perceived goals--which are crucial to understanding motivation and learning. personal investment theory has key strengths including its integrative multi-faceted approach to understanding motivation, sensitivity to the role of socio-cultural influences, focus on powerful yet neglected constructs, and its recognition of cross-cultural similarities and differences.

3. OBJECTIVES OF THE STUDY

Research objectives describe concisely what a particular research is trying to achieve. They summarize the accomplishments a researcher wishes to make through the project and provides direction to the study. A research objective must be achievable, i.e., it must be framed keeping in mind the available time, infrastructure required for research and available resources.

3.1. The Current Study

The present dissertation titled, "Literature review on Reading Motivation of Primary School Children" was carried out with the following objectives.

1) To review the correlates of Reading Motivation in Primary School Children
2) To review the tools used to measure Reading Motivation in Primary School Children

3.2. Rationale for choosing the objectives

In statistics, correlation or dependence is any statistically significant relationship, whether causal or not, between two random variables or bivariate data. In the broadest sense, correlation is any statistical association, though it commonly refers to the degree to which a pair of variables are linearly related.

By understanding the correlates of reading motivation in primary school, both parents and teachers can help to implement creative ways to activate and enhance cognitive operations that further enable the child to perform acts such as acquiring knowledge, enjoying aesthetic experiences, performing tasks and participating meaningfully in social contexts. Moreover, Reading motivation is a critical contributor to reading achievement and comprehension and has the potential to influence its development.

Measurement tools are instruments used by researchers and practitioners to aid in the assessment and evaluation of subjects, clients or patients.

Types of measurement tools include scales, indexes, surveys, interviews and observation.

Educators, researchers, and evaluators need to select the best reading motivation scales for their research and classroom. The goals of reviewing the tools used to measure reading motivation in primary school was to identify a set of reading motivation student self-report scales used in research, examine the development and psychometric properties of each reading motivation scale, and compare scales on availability, reliability, age range, and motivation constructs measured. Reading motivation scales vary as to the reading constructs, they measure and the appropriateness of the measure for different aged readers. The goal of the current review was to identify and systematically evaluate common and recently developed reading motivation scales. It was my belief that an up-to-date review of reading motivation scales would not only help individuals select appropriate measures but would also highlight appropriate next steps for reading motivation scale development.

4. METHOD

Research in Educational Psychology usually follows the same qualitative and quantitative methods as any other social science. The main research methods include field studies, surveys, interviews and case studies. In the present study, different literature was searched, grouping the articles of interest in terms of objectives as well as on a scale of time. Web content analysis was done subsequently.

4.1. Literature search

A literature search in different scientific databases was employed. to identify the studies that examine the correlates to reading motivation in primary school children, and the tools they have used to measure it. The studies primarily covered the timeline between the year 2000-2021.

Relevant studies on Google Scholar, Science Direct, Ovid and PubMed were systematically searched using the following key phrases- Reading motivation of primary school children, correlates of reading motivation, Intrinsic and extrinsic reading motivation of primary school children, tools used to measure reading motivation.

Relevant papers in key journals such as Journal of Research in Reading, Journal of Educational Psychology, Journal of Learning and Individual differences, Psychometrika were searched accordingly.

The search for papers was considered complete when the various databases provided no more new papers on the topic.

In the present study, a total of 51 literature were tabulated and the relevant correlates and tools were listed.

4.2. Inclusion and Exclusion Criteria

a) Except for dissertations and theses, all articles included were published in peer-reviewed journals.
b) The articles were written in English
c) The studies had followed standard statistical analysis (where applicable)

5. REVIEW OF LITERATURE

5.1. Correlates of reading motivation in primary school

Reading motivation is the motivational drive to read, an area of interest in the field of education. Studying and implementing the conditions under which students are motivated to read is important in the process of teaching and fostering learning. Likewise, if reading is not enjoyed at a young age, this mindset is unlikely to change in later years (Clark & Fumbold, 2006).

5.1.1. Demographic Factors

Reading motivation and age. The majority of the literature on motivation to read suggests that young children enter school with curiosity for learning and high levels of motivation (Harter & Pike, 1984; Mazzoni et al., 1999; Baker et al., 1997; Sperling & Head, 2002; Stipek & Ryan, 1997). Existing research that tracked students' reading motivation found that levels of reading motivation remained stable during the early grades (PK-2) (Mazzoni, Gambrell, & Korkeamaki, 1999; Sperling & Head, 2002). One explanation of this phenomenon is that young children, particularly preschool-age children, have not yet developed the capacity to understand their competence and/or make social comparisons (Harter, 1990; Mata, 2011; Wigfield, 2000). Furthermore, Wigfield (2000) noted that young children experience literacy in a positive and low-stakes environment (i.e. storybook read a-louds, 19 singing), but as children get older some begin to realize that they are not as capable as their peers and, as a result, their motivation to read decreases. Gambrell and Gillis (2007) posited another explanation similar to Wigfield's (2000), asserting that young children have not encountered failure or frustration and, thus, those with more challenges to reading and/or lower abilities may have inflated motivation levels.

Reading motivation and race/ethnicity- Mixed results exist for motivation levels by race/ethnicity for elementary students. In some studies, young Black students self-reported higher average levels of reading motivation than do their White peers (Baker & Wigfield, 1999; McKenna et al., 1995), while other studies found no difference between the groups (Baker & Scher, 2002) or contrasting results (i.e. White students report higher levels than Black students) (Saracho & Dayton, 1989). Evidence comparing motivation levels between White and Hispanic students is more limited. However, Barry (2013) found that adolescent Hispanic malesreported the lowest overall average motivation levels.

Reading motivation and gender. There is an abundance of research on the difference in motivation to read between elementary school boys and girls. On average, young girls have higher levels of self-reported reading motivation than do their male counterparts (Applegate & Applegate, 2010; Jacobs et al., 2002; Eccles et al., 1993; Marinak & Gambrell, 2010; Pinrich et al., 2007; Wigfield & Guthrie, 1997). It has been posited that these gender differences are a result of students' internalization of stereotypes (i.e. girls have positive attitudes toward reading and less positive attitudes toward science than do boys) (McKenna et al., 1995).

5.2. Environmental Influences on Reading Motivation

Although self-determination theory rationalizes reading motivation as partly innate, these theories also acknowledge the environmental influences on reading motivation (Deci & Ryan, 1985). Family and school literacy environments are the most proximal and likely most influential environments in a students' development of reading motivation (Bronfenbrenner, 1979)

Reading motivation and home literacy environment- There is a rich literature pointing to strong relationships between family background and qualities of the home literacy environment and student's reading skills (Leslie & Allen, 1999; Molfese et al., 2003; Samuelsson & Lundberg, 2003). There is a smaller literature suggesting that parental actions and expectations are predictive of students' motivation to read (Bracken & Fischel, 2008; Martini & Senechal, 2012) − a finding that is consistent with the reasoning of Bus and van Uzendoorn (1995) that: ". . . interest in reading is not a natural phenomenon but rather … Children become interested in reading books because of parental efforts to evoke and support interest" (p.998). McElvany and Artlet (2007) assert that the home environment is a place for the development of reading motivation by establishing a strong tradition of positive reading behavior within families, offering children resources (i.e. books) at home and by providing cultural activities among other opportunities. Snow et al. (1998) explains that parents with higher educational levels may expect their children to be successful at school; thus, they tend to pay more attention to their children's academic performance.

Reading motivation and classroom influences- Teachers create a learning environment within their classrooms (Hickey, 2003) that is associated with increasing their students' motivations because it builds on students' initial levels of motivation '(Ryan & Patrick, 2001). Prior research has found particular instructional strategies create positive learning environments and, as a result, increase student motivation. These strategies include providing independent reading time, autonomy of book choice, interesting texts, subject content, hands-on reading activities, and collaborative instruction (Institute of Education Science, n.d.; Guthrie et al., 2007). Other strategies include providing students with appropriately challenging material, evaluating students in a manner that promotes growth and improvement, providing structure around mastering knowledge and learning goals, serving as an explicit reading model, providing a book-rich classroom, exposing students to diverse texts, and offering appropriate reading incentives (Gambrell, 1996; Urdan & Schoenfelder, 2006; Wu, 2003).

Motivation & Culture- Motivation in school is something that all members of a school community want to support in students, though few may realize that it can be influenced by culture. This means that because of the culture of each student, levels of motivation may be quite different. As of now, the cultural practice schools tend to follow is that of the dominant U.S. culture. However, many students come from families that are much more diverse. For example, students of the Navajo and Apache cultures are less likely to answer their teacher's question in class if it seems as though they are trying to compete with their peers. Students of lower SES families typically display lower motivation and achievement and are at greater risk for school failure and dropout. One of the most significant reasons for this is because of familial socialization within lower SES families. Their level of socialization within the family is much

lower than that of a middle- or higher-class family. Therefore, teachers should be aware of the cultural identities of these and all students, which will represent their learning characteristics and motivation enhancing their learning achievement. Cultural backgrounds of learners are significant because ethnic, racial, linguistic, social, religious or economic differences can cause cultural disconnection leading corruption of motivation to learning.

5.3. Cognitive Factors Affecting Reading Motivation - 1

Factor analysis has distinguished at least nine components of reading motivation (Authors, 1999; Authors, 1997): (a) interest, (b) preference for challenge, (c) involvement, (d) self-efficacy, (e) competition, (f) recognition, (g) grades, (h) social interaction, and (i) work avoidance. Furthermore, motivations that are more internal, such as interest or curiosity, preference for challenge, and involvement have been distinguished as separate constructs in structural equation modelling from more external motivations such as grades and recognition and have been found to be strongly associated with reading comprehension. In this study, we focused on five related dimensions of reading motivation and argue that they constitute a construct called internal motivation for reading.

Perceived Control- Perceived control over reading refers to student's choices and perceptions of their own control over their reading related activities (Authors, 2007). Skinner and Greene described perceived control as the individual's interpretation of the control they have over their experiences and the expectation that the self can produce desirable outcomes. Perceived control is often operationalized in classrooms as student choice. Perceived control and choice are associated positively with achievement in reading (Skinner, Wellborn, Connell, 1990 and Authors, 1998)

Interest- Interest has been identified as a relatively stable evaluative orientation towards a certain domain (Schiefelle, 1991) and described as a personal investment in an activity (Alexander & Murphy, 1998) Student interest has been shown to correlate with cognitive processes such as deeper text processing, when other factors such as text length, genre, and difficulty were statistically controlled. Interest has been found to correlate better with deep level learning than surface level learning from texts.

Involvement- Involvement can be defined as a descriptor of internal motivation that refers to the feeling of being absorbed in reading activities and spending significant amount of time reading. Devotion of time to an activity denotes the individual's involvement in it. Students who are highly involved in reading seem to create opportunities that will support long periods of sustained reading (Authors, 1997).

Self- efficacy- Self efficacy refers to the individual's judgements and perceptions about whether they are capable of doing well and accomplishing a task. (Bandura, 1997). Reading

self-efficacy refers to individual's judgements or self-evaluations about their ability to do well in a reading activity, such as reading a book or reading a passage (Chapman, Tunmer, & Pochnow, 2000, Schunk and Pajares, 2002). Reading self-efficacy has been found to correlate positively with different measures of reading such as reading comprehension (Schunk & Rice, 1993), breadth of reading and amount of reading outside school (Authors, 1997)

Social Collaboration- Social collaboration in reading has also been studied within the motivation literature (Authors, 1997). It consists of productive social interaction among learners in relation to literacy tasks such as literature circles (Almasi, 1995) or idea circles where students share conceptual ideas from different informational texts. Collaborations among students in reading has been correlated with dimensions of intrinsic motivation such as curiosity and involvement as well as amount and breadth of reading (Authors, 1997).

Reading Comprehension & Achievement- Successful reading comprehension demands complex cognitive skills, and, consequently, motivation to make meaning from text. Research on reading motivation and engagement can inform policy aimed at improving reading achievement. Multiple dimensions of reading motivation and engagement—and instructional practices for bolstering each one—draw on interventions for students of diverse language and ethnic backgrounds in elementary and middle grade classrooms. Attention needs to be given to (a) the need for school administrators and teachers to learn principles of reading motivation and engagement and (b) the importance of devoting time to planning, in collaboration with researchers, how to apply these principles with particular students in particular classrooms.

5.4. Task Related Factors

Difficulty level - Providing balanced book collections at all grade levels is vital to engagement during both reading instruction and self-selection. This work suggests that a balanced collection includes lots of informational titles and a variety of print materials. Pappas (1993) found that children as young as kindergarten showed a preference for informational text and Mohr (2006) noted that nonfiction books were the overwhelming choice of first grade students. In addition, Marinak and Gambrell (2007) found that third grade boys and girls valued reading newspapers and magazines as well as books.

Type of text- Children's reading motivation varied considerably across the different text types. For example, children read books to feel happy, relaxed, excited or to become immersed in the story. They also read books to develop their reading skills, because they felt reading was important, or because it was a habit or familiar. On the other hand, children read newspapers to stay informed, comics as they were fun and easy to read, interactive games as they could direct the narrative and audio books when they were tired. Overall, children reported a wide and diverse range of reading motivations, these being closely linked to the different text types they read

6. TOOLS USED TO MEASURE READING MOTIVATION IN PRIMARY SCHOOL CHILDREN

Three of the reading motivation scales fell into an early childhood category. These include the Children's motivations for Reading Scale (CMRS), Young Reader Motivation Questionnaire (YRMQ), and Young Children's Academic Intrinsic Motivation Inventory (YCAIMI). A fourth measure that could be used for early childhood, Elementary Reading Attitude Survey (ERAS), is described in the elementary section since it can be used with students from first to sixth grades. Following this the scales used to measure reading motivation in elementary school have been included. These include MRQ, MRP, SRQ and RSCS.

6.1. Children's Motivations for Reading Scale.

CMRS (Baker & Scher, 2002) was written to assess the multidimensionality of reading for beginning readers. The developers wanted to go beyond other scales that focused primarily on enjoyment of reading to tap into motivational 9 constructs of enjoyment, value, and perceived competence that had been found in research. The items were selected from other reading motivation scales such as the Heathington Primary Scale (Alexander & Filler, 1976), the Survey of Reading Attitudes (Alexander & Engin, 1986), the Estes Attitude Scale (Estes, 1971), and a series of inventories developed by Gambrell et al. (1996) (Baker & Scher, 2002, p. 246). According to Baker and Scher (2002) the scale was written in order to measure motivation for reading in beginning readers. The scale was developed using responses from first grade students, and therefore, would be appropriate to use in a first-grade classroom. The full scale and a description of its development can be found in Baker and Scher (2002). The information in the following two sections was obtained from this development paper.

Constructs Measured. The 16 item CMRS ($\alpha = .86$) includes 7 items measuring enjoyment in reading (I like to read, $\alpha = .67$), 4 items measuring value of reading (I think people can learn new things from books, $\alpha = .78$), 3 items measuring perceived competence in reading (I think I will be a good reader, $\alpha = .67$), and 2 items measuring and library-related topics (I like to go to the school library, $\alpha = .57$). Students respond on a 4-point scale. To administer the survey, an adult shows the student two stuffed animals: One animal agrees and one does not agree with a statement such as "Regal thinks books are good places to find answers to questions but Cha Cha doesn't think books are good places to find answers to questions. Who are you more like?" Next, the student is asked if they are "a lot" or "just a little" like the stuffed animal.

Development and Validation. Baker and Scher administered the survey to 65 first grade students from six school in Baltimore. A principal components analysis with Varimax rotation was conducted on the original twenty items which indicated five factors, although only three factors were interpretable (value, enjoyment, and perceived competence). They caution 10 interpretations of these findings based on limited power due to a small sample size. They also found in the analyses that children rated the enjoyment scale significantly lower than the value or perceived competence scales. In addition to children taking CMRS, parents were asked about their children's experiences with reading at home and about their own beliefs about the importance of reading. When examining correlations among the parent ratings and student scores, they found positive and statistically significant correlations between the parental reports

of students' interest in learning to read and parental view that reading is a course of pleasure with the total student reported motivation as well as with the subscales of enjoyment, value, and perceived competence.

Critique. Overall, CMRS is a somewhat reliable and valid measure of reading motivation for first grade students. Strengths of CMRS include that it has developmentally appropriate questions and that has been shown to relate well to other reading motivation behaviors such as interest in reading. In addition, with only 16 items it should not take long to administer to an individual child. Despite these strengths there are several weaknesses of CMRS. The scale is individually administered, and therefore, takes considerable time to administer to a whole class. CMRS was only validated with a very small sample of first grade students and has not been used in other published papers; therefore, it is difficult to determine how well the scale would perform with students in other grades or demographics. Finally, some constructs are composed of only two to three items, which may not capture all aspects of the constructs and a few constructs reliabilities were lower than .70.

6.2. Young Children's Academic Intrinsic Motivation Inventory.

To study the academic intrinsic motivation of younger students, Gottfried (1990) introduced Y-CAIMI. Gottfried 11 believed that it was important to study motivation in younger elementary school students since, at the time, there was little to know information on young children's academic intrinsic motivation. Second, Gottfried believed that motivation in early elementary years could have lasting implications for future success in school. To develop Y-CAIMI, Gottfried modified CAIMI (discussed below) developed for older elementary school students by reducing the number of items and writing a simpler response format. The scale was validated for use with students between seven and nine years of age. Sample items and a description of its development can be found in Gottfried (1990). The information in the following two sections was obtained from this development paper.

Constructs Measured. The 39 item Y-CAIMI ($\alpha = .91$) includes 12 items measuring intrinsic motivation for reading (I like learning new things in reading, $\alpha = .82$), 12 items measuring intrinsic motivation for math (I like learning new things in math, $\alpha = .84$), 12 items measuring intrinsic motivation for general learning (I like learning new work in school, $\alpha = .82$), and 3 items measuring preference for difficult work (I like to do easy work, $\alpha = .87$). Students respond on a three-point Likert scale including responses of Very True, A Little True, and Not True. Y-CAIMI is individually administered. An adult reads all items and response choices aloud and the student points to an index card with his or her response choice. Administration of Y-CAIMI takes 20-30 minutes.

Development and Validation. Gottfried administered Y-CAIMI to 107 children over a course of three years, covering the time span of when the children were 7 to the time, they were 8 (roughly grades 1-2 to grade 2-3). At age 9 they were administered CAIMI. Confirmatory factor analysis was used to examine the factor structure, indicating that the best fit was a four-factor model (reading, math, general motivation, and enjoyment of difficult schoolwork). In addition to 12 Y-CAIMI, students were administered assessments of IQ and achievement. In relation to the subscale, intrinsic motivation for reading, there were no significant differences

among grades or gender. Y-CAIMI reading scores at age 8; however, correlated positively and significantly to CAIMI reading scores at age 9. At age 7 there was a significant and positive relationship between both IQ and reading achievement with Y-CAIMI reading score.

Critique. Overall, Y-CAIMI is a reliable and valid scale of intrinsic reading motivation for first, second, and third grade students. Strengths of Y-CAIMI include having been adapted from an earlier established measure for older students, confirmatory factor analysis showing a stable factor structure, reliability alpha scores greater than .80 for all subscales, Y-CAIMI has been translated into Spanish (Touron, Reparaz, & Peralta, 1999), and the reading Y-CAIMI score has been found to correlate with IQ and reading achievement. In addition, authors of Y-CAIMI were able to measure children over a course of three years to examine the predictability of YCAIMI and its relationship to CAIMI. Weaknesses of Y-CAIMI include a small validation sample of only 107 children, the full scale is not easy to access, few other research studies have used this measure, it does not measure other aspects of reading motivation beyond a general intrinsic motivation to reading, and administration is individual; therefore, it will take time to administer Y-CAIMI to an entire class

6.3. Young Reader Motivation Questionnaire.

Coddington and Guthrie (2009) developed a scale of reading motivation for early elementary school students named YRMQ in order to examine motivation of emergent readers and the role gender may play in reading motivation. The scale was developed using responses from first grade students. The full scale is available in Coddington and Guthrie (2009). A description of its development can be found in Coddington and Guthrie (2009). The information in the following two sections was obtained from this 13-development paper.

Constructs Measured. The 12 item YRMQ (α = .70) includes four items measuring self-efficacy for reading (Are you good at remembering words? α = .64), three items measuring reading orientation (Is it fun for you to read books? α = .60), and five items measuring perceptions of difficulty in reading (Do you make lots of mistakes in reading? α = .67). The authors used a question format instead of a declarative format since they believed it would be less confusing for younger children. The response to each item is on a 4-point scale (1 = No, Never; 2 = No, Not Usually; 3 = Yes, Usually; 4 = Yes, Always). For example, if a student was asked, “Can you work out hard words by yourself when you read?” the student would be prompted to reply with a yes or no. If the student answered yes, he or she would be asked, “Can you work out hard words by yourself always or usually?” If the student answered no, he or she would be asked, “Can you not usually work out hard words by yourself or never?” These items were given individually and orally to each student.

Development and Validation. The measure was field-tested with 84 first grade students from two mid-Atlantic elementary schools. To measure construct validity the research team compared YMRQ scores to measures of reading achievement (Woodcock-Johnson Letter-Word Identification subtest) and measures of reading motivation with a teacher form, T-YMRQ, which asked similar questions to those included on YMRQ. Self-efficacy correlated significantly and positively to word identification and perceptions of difficulty correlated significantly and negatively to word identification. The student responses for all three sub-scores correlated significantly with the matching teachers sub scores on T-YMRQ. Students’ perceptions of difficulty were significantly related to both students’ self-efficacy (-.50) and reading orientation (-.36). Orientation however was not significantly correlated with self-

efficacy. When examining 14 these relationships within gender, difficulty was still significantly related to self-efficacy (-.68) and orientation (-.54). However, none of the constructs were correlated when examining scores from girls. In general, girls were statistically more motivated than boys. When statistically controlling for the other motivation constructs, both efficacy and difficulty in reading statistically predicted word-identification scores in multiple regressions. When these analyses were run separately for each gender, only efficacy predicted word-identification with boys.

Critique. Overall, YMRQ is a fairly reliable, valid scale of motivation of emergent readers. Strengths of YMRQ include that it has been translated to Chinese (Wang & Coddington, 2014), its developmentally appropriate format, it is easy to access, and findings indicating its relationship to word-identification scores and teacher ratings of similar constructs. Despite these strengths there are several weaknesses of YMRQ. First, despite being a measure of reading motivation, most of the subcontracts seem to be similar to items found on scales of reading efficacy and self-concept (Tunmer & Chapman, 1991). In addition, reliability scores of the subscales were all below .70, the validation sample was only a small sample of first grade children which might not be generalizable, no exploratory or confirmatory factor analyses were conducted, and the scale is individually administered which may take a while if a teacher wanted to measure his or her whole class of students.

6.4. Motivation for Reading Questionnaire.

Wigfield and Guthrie developed MRQ for elementary school students during the second year of the reading project of the National Reading Research Center (Wigfield & Guthrie, 1995; 1997). They set out to identify multiple dimensions 22 of motivation for reading as well as to examine grade, gender, and time of measurement differences. To create items, they pulled from research in general motivation and literacy motivation, including research examining ability and efficacy beliefs, subjective task values, achievement goals, intrinsic motivation, and attitudes about reading and motivation for reading. They also interviewed children about their reading to gain further insight into dimensions of reading motivation. According to the authors, the scale is appropriate for students in third, fourth, and fifth grades. The full scale and a description of its development is available in Wigfield & Guthrie (1995, 1997). The information in the following two sections was obtained from this development paper.

Constructs Measured. The original MRQ scale was 82 items long. Based on item-total correlations, factor analysis, and skewness items were dropped and the improved MRQ has 53 items (Wigfield & Guthrie, 1997). The 53 item MRQ includes 3 items measuring reading selfefficacy (I know I will do well in reading next year, α = .63/.68-Fall/Spring), 5 items measuring reading challenge (I like hard, challenging books, α = ..68/.80), 6 items measuring reading curiosity (I have favourite subjects that I like to read about, α = .70/.76), 6 items measuring reading involvement (I enjoy a long, involved story or fiction book, α = .72/.76), 2 items measuring importance of reading (It is very important to me to be a good reader, α = .59/.52), 5 items measuring recognition for reading (I like having the teacher say I read well, α = .69/.69), 4 items measuring reading for grades (I read to improve my grades, α = ..59/.43), 7 items measuring social reasons for reading (I talk with my friends about what I am reading, α = .78/.72), 6 items measuring competition in reading (I like being the best at reading, α = .75/.81), 5 items measuring compliance (I like being the best at reading, α = .62/.55), and 4

items measuring reading work avoidance (Complicated stories are no fun to read, α = .44/.60). 23 Students respond on a four-point Likert scale with 1 (very different from me), 2 (a little different from me), 3 (a little like me), and 4 (a lot like me). MRQ is group administered with the administrator reading each item to the group of students. The Perceptions of Reading Motivations Questionnaire (PRMQ) is an abbreviated version of the MRQ. This 20-item questionnaire is "divided into scales representing the constructs of perceived autonomy (a new construct, measured with four items, e.g., "It's important to me to choose what I read"), self-efficacy (two items from MRQ and two new items, e.g., "I am not a good reader"), challenge (one item from MRQ and two new items, e.g., "I enjoy the challenge of reading a hard book"), and knowledge goals (one item from MRQ curiosity scale and eight new items, e.g., "I read to learn new things") (Klauda, 2008, p. 305; Klauda & Wigfield, 2007). The full PRMQ scale is available in Klauda (2008).

Development and Validation. Wigfield and Guthrie (1997) measured 105 fourth and fifth grade students in Southern Maryland in the fall and spring with the original 82 MRQ item assessment. An exploratory factor analysis was completed on each individual dimension and constrained so that only one factor would be pulled in each analysis. Factor loadings were examined to determine which items to remove. Additional factor analysis examining two dimensions were also completed. Based on these analyses and additional analysis examining skewness, 27 items were removed. Correlations among the scales indicated that some scales that did not correlate well such as competition and social (.06, -.01) and others that correlated very highly such as aesthetic enjoyment and curiosity (.52, .62). Findings from these analyses resulted in the removal of 27 items from the scale. The new scales, with the items deleted, were more reliable than the original sets. Differences between grades (fourth and fifth grade students), gender, and time of 24 assessment (fall and spring) were also examined. In the fall fourth grade students scored higher on reading efficacy, recognition, and social scales compared to the fifth-grade students; although there were no significant differences in the spring. In the fall, girl's scores were higher than boys for efficacy, importance, and social motivation. Boys were higher on competition. In the spring the social and competition differences were still significant. There were no significant differences between scores on the scales from fall to spring administration showing that responses didn't change over time. Finally, the number of hours read and reports of frequency of reading books were examined. Fall frequency correlated with social, efficacy, compliance, recognition, challenge, importance, and aesthetic enjoyment and negatively with avoidance. In the spring frequency correlated positively with social, compliance, efficacy, aesthetic enjoyment, curiosity, recognition, grades, challenge, and reading importance and negatively with avoidance. Number of hours read correlated significantly with many of the constructs in both the fall and spring except the constructs of challenge and competition.

Critique. Overall, MRQ is a reliable, valid scale of reading motivation for third, fourth, and fifth grade students. Strengths of MRQ include indications that it correlates to reading behaviors such as number of hours read and frequency of reading, it is easy to access, it measures the many aspects of reading motivation including numerous measures of intrinsic and extrinsic motivations as well as self-efficacy, social, and reading avoidance, and that it can be group administered. MRQ has been translated and used in numerous countries around the world including Belgium (De Naeghel et al., 2012), Greece (Sideridis, Mouzaki, Simos, & Protopapas, 2006), Norway (Anmarkrud & Braten, 2009), Australia (Schutte & Malouff,

2007), the United Kingdom (Logan & Medford, 2011; Medford & McGeown, 2012), Korea (Kim, 2011), and China (Huang, 2007; Lau, 2009; Lin, Wong, & McBride-Chang, 2012; Wang & Guthrie, 2004). 25 Research conducted using MRQ has examined the relationships between motivation and other variables such as reading skill, comprehension, and self-concept (Medford & McGeown, 2012), self-regulation (De Naeghel et al., 2012), amount of reading (Guthrie, Wigfield, Metsala, & Cox, 1999; Wang & Guthrie, 2004) situated interest in informational books (Guthrie et al., 2005) and parental involvement (Loera et al., 2011). Studies using MRQ have examined motivational differences among grades (Lau, 2009), gender (Logan & Medford, 2011; McGeown, Goodwin, Henderson, & Wright, 2012), ethnicities (Unrau & Schlackman, 2006), reading skill (McGeown, Norgate, & Warhurst, 2012), and students with and without comprehension difficulties (Sideridis, Mouzaki, Simos, & Protopapas, 2006). MRQ has also been used to measure effects of instruction on motivation (Guthrie et al., 2004; Wigfield et al., 2008). Despite these strengths there are several weaknesses of MRQ, including a small sample size for validation which might not generalize, reliabilities for subscales with alphas lower than .70, and recent research indicating a different factor structure (Watkins & Coffey, 2004). In addition, although the original MRQ had 54 items sorted into 11 dimensions (Wigfield & Guthrie, 1995), most replication studies have used an abbreviated version of the original MRQ.

6.5. Motivation to Read Profile.

MRP was created by Gambrell, Palmer, Codling, and Mazzoni (1996) to help teachers assess the reading motivation of their students. MRP combines quantitative and qualitative approaches for assessing reading motivation. In order to write MRP, the team reviewed research on motivation and "expectancy-value" theory as well as examined existing scales of motivation and attitudes towards reading. MRP combines quantitative (self-report measure) and qualitative (conversational interview) approaches for assessing reading motivation. MRP was developed for students in grades 2-6. The full original MRP and a description of its development can be found in Gambrell, et al. (1996). Mallory, Marinak, Gambrell, and Mazzoni (2013) present a revised version of MRP, Motivation to Read Profile–Revised (MRP-R). They explain the need for this revision as such: "As the original MRP was developed in 1996, a revision that would reflect the cultural and linguistic changes that occurred in the ensuing decade was needed. For example, digital reading sources were not considered in the original version but now are explored in the revised conversational interview" (p. 274). Thirteen of the original 20 items were either revised or replaced. The revised MRP had a full-scale reliability of .87 and subscale reliabilities of .81 for self-concept and .85 for value (Malloy et al., 2013). The full revised MRP and a description of its development can be found in Malloy et al. (2013).

Constructs Measured. The 20 item MRP includes 10 items measuring self-concept as a reader, asking students to reflect on "self-perceived competence in reading and self-perceived performance relative to peers" (My friends think I am: a very good reader, a good reader, an OK reader, or a poor reader, $\alpha = .75$) and 10 items measuring value of reading, asking students to 20 reflect on "value students place on reading tasks and activities, particularly in terms of frequency of engagement and reading-related activities" (Knowing how to read is: not very important, sort of important, important, or very important, $\alpha = .82$). Students respond on a four-point Likert scale with different responses for each item. MRP-R is also 20 items ($\alpha = .87$) measuring value for reading ($\alpha = .85$) and self-concept for reading ($\alpha = .81$). It takes around

15-20 minutes to group administer MRP and 20-25 minutes to administer MRP-R, which should be read aloud to students. The authors suggest administering only 10 items at a time for younger students. Directions for administering, scoring, and interpreting the scores from the MRP can be found in Gambrell et al. (1996) and MRP-R in Malloy et al. (2013).

Development and Validation. Gambrell et al. (1996) field tested the original MRP items in the fall and spring with 330 3rd and 5th grade students from 27 classrooms and 4 schools to examine validity and reliability of the instrument. Factor analysis with varimax rotation was used to examine the factor leading of the items onto the two constructs. Only items that cleanly loaded onto their specific trait were kept. The qualitative section of MRP, a conversational interview, was also examined for relationships to the self-report section of MRP. The conversational interview section of the MRP is made up of three sections examining interest in narrative texts, informational text, and general reading. Raters were asked to examine the responses of students. The findings indicated that around 70% of the information in the interview section of MRP could be explained by their answers on the self-report measure. The students responded similar on both sections. In addition, they found that there were significant differences among high, middle and low reading ability students on the self-concept scale, showing a positive relation between achievement and self-concept. The third-grade students were also significantly higher on the measure of value than the fifth-grade students. MRP-R was administered to another 281 third to 21 fifth grade students to calculate reliability and validity. Root mean square error of approximation was calculated with a parametric analysis and indicated a good fit for the two constructs.

Critique. Overall, MRP is a reliable, valid scale of reading self-concept and value for students in grades two through six. Strengths of MRP include subscales with reliability alphas greater than .74, a strong factor structure indicated through factor analysis, a qualitative section that can be used in addition to the self-report measure, a relationship between both the qualitative and quantitative section, it is easy to access, and it can be group administered. Other researchers have used MRP to study the relationships between reading self-concept with reading goals and fluency (Quirk, Schwanenflugel, & Webb, 2009; Schwanenflugel et al., 2009), gender differences in reading motivation (Marinak & Gambrell, 2010), motivation changes as related to reading tutoring or instruction (Culmo, 2009; Marinak & Gambrell, 2010; Pecjak & Kosir, 2008; Putman, 2005), incentives for reading (Edmunds & Tancock, 2003; Marinak & Gambrell, 2008), and relationship of motivation to student goals (Quirk & Schwanenflugel, 2009). MRP has been used in many research projects with subjects from second grade (Quirk, Schwanenflugel, & Webb, 2009), third grade (Marinak & Gambrell, 2008, 2010), fifth grade (Shaaban, 2006), and students up to eighth grade (Pecjak & Kosir, 2008; Putman & Walker, 2010). In addition to the United States, MRP has been used in studies in Slovenia (Pecjak & Kosir) and Lebanon (Shaaban, 2006). One drawback to MRP is its small validation study of two groups of only 330 and 281 students, which may not be generalizable to other populations. In addition, MRP only measures self-concept and value of reading and misses other aspects of reading motivation.

6.6. SRQ-Reading Motivation Questionnaire.

The development of SRQ-RM is detailed in De Naeghel et al. (2012). SRQ-RM items were written in order to measure reading motivation as it aligns to the types of motivation along the self-determination theory continuum (Deci & Ryan, 2000). On one end of the continuum is intrinsic motivation, which is characterized by students who are fully autonomous and engage in reading for their own enjoyment. As one moves further from intrinsic motivation, behavior is less autonomous. These points on the continuum include identified reading (students see the value of reading), introjected regulation (students feel guilt or shame for not reading), and external regulation (students read to get an award or avoid a punishment; De Naeghel et al., 2012). The authors of SRQ-RM tested the scale using responses from 5th grade students in Belgium. According to De Naeghel et al. (2012) the scale is appropriate for students in grade 5. The full scale and a description of its development can be found in De Naeghel et al. (2012). The information in the following two sections was obtained from this development paper.

Constructs Measured. The 34 item SRQ-RM includes 8 items measuring autonomous recreational reading (I read in my free time because it's fun to read, $\rho = .93$), 8 items measuring 31 autonomous academic reading (I read for school because it's fun to read, $\rho = .94$), 9 items measuring controlled recreational reading (I read in my free time because others think that I have to, $\rho = .81$), and 9 items measuring controlled academic reading (I read for school because others think that I have to, $\rho = .82$). Students respond on a five-point Likert scale ranging from agree a lot (5) to disagree a lot (1). Internal consistency was calculated with Bentler's rho, which is comparable to alpha (Bentler, 2009). According to De Naeghel et al. (2012) the internal consistency for these four constructs were high. The original items written for SRQ-RM were written to tap all four points on the self-determination continuum; however, exploratory factor analysis revealed a two factor rather than four factor model for both sets of items, recreational and academic reading. An English version of each item can be found on both the academic context items (school or homework) and recreational reading items. The only difference to the item was the addition of words at the start of the item. Both sets of items were administered independently and the items on each set were randomly presented. The development article did not indicate how the scale was to be administered nor did it present reliability for the whole scale**.**

Development and Validation. The authors administered SRQ-RM to 1,260 fifth-grade students from an elementary school in Belgium (average 10.46 years old) in order to examine gender differences and construct validity. A confirmatory factor analysis was conducted on half of the dataset (613 students) to examine the two-factor model (autonomous and controlled reading) on the recreational items and the academic items separately. The two-factor model had a modest fit for both sets of items. Items were removed from both sets of items to create an acceptable fit for both sets. In additional analysis, De Naeghel et al. (2012) found that girls scored significantly 32 higher on the autonomous items for both types of reading. However, no significant differences existed between genders on the control items. The authors also examined how well the items correlated with eight of the 11 subscales from the MRQ (involvement, challenge, curiosity, importance, self-efficacy, recognition, competition, grades). Both subscales from the two forms (academic and recreational) of SRQ-RM correlated significantly with most of the eight administered MRQ subscales with only a few exceptions. All four subscales also correlated significantly (positivity with autonomous motivation and negatively with controlled motivation) with measures of reading engagement, comprehension,

and self-concept with the one exception of no significant correlation between controlled academic reading motivation and engagement. A measure of reading frequency correlated significantly and positively to all four subscales.

Critique. Overall, SRQ-RM is a reliable, valid scale of academic and recreational reading of students in grade five. Strengths of SRQ-RM include strong reliabilities of the subscales above .80, findings suggesting relationship to scores from the MRQ as well as measures if engagement, comprehension, and self-concept. SRQ-RM also measures both in school and out of school reading, is easily accessible, and is strongly aligned to a theory of reading motivation. Despite these strengths, there are several weaknesses of SRQ-RM including that it was validated only with fifth grade students in Belgium, and presumably administered in Dutch, which may not generalize to other grades nor to English speaking students. Finally, the authors did not provide information on administration of the scale.

6.7. Reading Self-Concept Scale.

RSCS was developed for a larger investigation of beginning reading achievement (Tunmer & Chapman, 1991). The authors wanted to measure the multidimensional nature of self-concept including three subcomponents of "perceptions of competence in reading, perceptions of difficulty with reading, and attitudes towards reading" (Chapman & Tunmer, 1992, p. 154). The authors especially wanted to make a distinction between perceptions of competence, referring to "beliefs regarding ability and proficiency in reading tasks" and perceptions of difficulty, referring to "beliefs that reading activities are hard" (Chapman & Tunmer, 1992, p. 154). According to Chapman and Tunmer (1995) "the items selection was made in consultation with reading specialists and teachers of young primary school children and following extensive piloting with small samples of children. A major criterion for 28 inclusions of an item in RSCS was that the reading-related activity referred to was relevant for beginning readers as well as for children with three to four years of reading experience" (p. 156). Sample items, 5 per subscale, are available in Chapman and Tunmer (1995). The authors cite the development of the scale from a research proposal submitted to the Ministry of Education in New Zealand (Tunmer & Chapman, 1991). The information in the following two sections was obtained from both Tunmer and Chapman (1991), and Chapman and Tunmer (1995).

Constructs Measured. The 50-item version of RSCS ($\alpha = .86$) includes 26 items written in a positive tone (I am a good reader, $\alpha = .85$) and 24 items written in a negative tone (I make lots of mistakes in reading, $\alpha = .88$). These items were to "assess a range of reading-related self-perceptions" (p. 156). Students respond on a five-point Likert scale with (1) no, never, (2) no, no usually, (3) undecided or unsure, (4) yes, usually, and (5) yes, always. The scale is individually administered. The administrator reads the question and ask for a yes or no response. If yes, the student was then asked if it was "Yes – usually or Yes always?" If no, the student was then asked if it was "No, never or no, not usually?" The administration of RSCS takes around 25 minutes. The authors presented a second version of RSCS in which all of the items replaced I with You. For example, "I am a good reader" was rewritten as "Are you a good reader?" This new form was called RSCS-Q. The reliabilities for the total scale (.89), positive scale (.86), and negative scale (.83) were calculated. In addition, the authors presented a 30-item version, the RSCS-30. This shorter version ($\alpha = .85$) includes 10 items measuring competence in reading (Do you think you read well? $\alpha = .72$), 10 items measuring difficulty in reading (Do you make lots of mistakes in reading? $\alpha = .75$), and 10 items measuring reading

attitude (Do you like reading to yourself? α = .77). This shorter version as well is administered in the same way as the 50-item version.

Development and Validation. The authors examined the 50-item survey on a group of 520 primary school students in New Zealand. In ANOVA analyses they found a significant effect for year with younger students having greater means on the positive items and lower means on the negative comments. On another set of 267 primary students from the same schools, the authors tested RSCS-Q. They did not find a significant effect for age for RSCS-Q. According to the authors, "the positive scores were lower and the negative scores were higher than in experiment 1" (p. 158). Finally, the authors tested the shorter 30-item version on a group of 444 primary students and another 771 students from the same schools as the other two studies. For the responses from the first group of students the authors completed confirmatory factor analysis which indicated that there were three well-defined factors. Therefore, young children could differentiate among the subcomponents of reading self-concept. For the responses from the second group of students the authors examined correlations of RSCS-30 with reading achievement. Results of these analyses indicated that RSCS-30 subscale "difficulty" correlated with letter identification, word identification, pseudo word naming, spelling and comprehension for younger students. All three subscales of RSCS-30 correlated with comprehension for older students.

Critique. Overall, RSCS is a reliable, valid scale of reading self-concept for both beginning readers and those with 3-4 years of experience. Strengths of RSCS include strong reliabilities over .70 for all subscales, three different versions, easily accessible, and results indicating that it relates to other reading skills such as letter/word identification, pseudo word naming, spelling and comprehension. Other motivational research has used RSCS to examine relationships of reading self-concept and reading ability (Morgan, Fuchs, Compton, Cordray, & Fuchs, 2008), reading self-concept as it relates to general academic self-concept for early 30 learners (Chapman, Tunmer, & Prochnow, 2000), effects of an early reading intervention for self-efficacy (Nolan, 2013), and reading motivation of learning-disabled students (Crossen, 2001). RSCS has been translated into Arabic (Alkhateeb & Abushihab, 2008). Despite these strengths there are several weaknesses of RSCS. These include that it is individually administered which may take time to complete an entire classroom of students, RSCS does not measure aspects of reading motivation other than self-concept, and a validation sample of students from New Zealand which may not be generalizable to students in the United States, and therefore less useful to U.S. teachers

6.8. Reading And Writing Motivation Questionnaire

Development of questionnaire for assessment of Reading and Writing motivation by Dr. D Dutta Roy had five fold objectives- (a) to identify dimensions of reading and writing motivation of the children in grades III and IV; (b) to develop questionnaire for assessment of Reading and Writing motivation of children in grades III and IV; (c) to relate Reading and Writing motivation with academic achievement; (d) to determine the significant main and interaction effect of school types (Government, Government aided, Corporation and Missionary) and genders (boys and girls) on Reading and Writing motivation; (e) to determine correspondence between types of school and extent of Reading and Writing motivation

Constructs Measured- The questionnaire on reading motivation consisted 42 paired associated items for 21 conditions. Each item assessed preference to different reading motives. The reading motives were application, knowledge, achievement, aesthetic, affiliation, recognition, and harm- avoidance. There were 6 items for each motive in paired manner (6 items X 7 reading motives = Total 42 items). Subjects were asked to choose one answer out of two alternatives which he thought more appropriate if the given situation would be true for him. Scoring was made on the basis of subjects' preference to number of alternative answers for each category of reading motive. For each reading motive the maximum possible score was 6 and the minimum possible score was 0. Examples of the questionnaire are given below: 1. Suppose, after promotion to a new class you are offered to read two books with two different titles. Which one will you like to read first? (a) Learning of mathematics through daily activities. (b) Study of animals of different countries. 2. Suppose one day you were absent in school. Next day you ask your friends to give their copy. You get two copies. Which one will you like to read first? (a) A newly covered copy with good hand writings. (b) The copy of your best friend.

Development & Validation- Content analysis of interview responses revealed that students in primary education are motivated to read for three intrinsic motivation (reading for mastery over difficult tasks or Achievement, for understanding different information or Knowledge, for application of knowledge in reality or Application) and four extrinsic reading motivation (reading to be loved or Affiliation, to be praised or Recognition and not to be punished or Harm avoidance). 2 Their motivation to writing is due to four intrinsic motivation (writing for achieving the knowledge or Documentation, sharing feelings or Emotional expression, for mastering the difficult task or achievement, for developing some new ideas or creativity) and three extrinsic motivations (writing for being loved by others or Affiliation, being praised by others or Recognition and for avoiding punishment or Harm avoidance). 3 2 self-administered questionnaires were developed for assessing relative preference to reading and writing motivation. 4 Each questionnaire included 42 paired associated items with 21 conditions. Test-retest reliability of both questionnaires were high and item analysis of both questionnaires noted good discriminating power of the items. 5 Intrinsic reading and writing motivation variables were positively and extrinsic variables were negatively correlated with academic achievement. 6 Correlation coefficients of reading and writing motivation variables differed across examination marks in first and second languages and arithmetic. MANOVA revealed that reading and writing motivation of boys and girls differed across four types of schools - Government, Government aided, Corporation and Missionary schools. 8 Reading and writing motivation of students do not vary between the genders and between the grades 9 Correspondence analysis revealed two clusters of reading and writing motivation variables. Scoring categories of intrinsic motivation variables were closely located. Similarly Scoring categories of extrinsic variables were close to each other. 10 Step wise regression analysis revealed preference to intrinsic reading and writing motivation among high performer in the school examination. On the other hand, low performers preferred extrinsic reading and writing motivation variables.

Critique- Explored reading and writing motivation variables were based upon urban data. Therefore future research should be oriented to interview students in rural areas for exploring the motivation variables. The table of sample characteristics revealed unequal representation of students across different castes and religions. So further research should be concerned with

this issue. It is assumed that motivation to read and write is affected by the socioeconomic conditions, educational and occupational status of the parents. Therefore, future research should be oriented to identify possible correspondence between the above variables and variables of reading and writing motivation.

7. DISCUSSION

In recent years, researchers and policymakers searching for ways to improve reading proficiency rates and bridge race/ethnic and gender achievement gaps have shifted their attention to non-cognitive skills in search of solutions (Gutman & Schoon, 2013; West, Kraft, Finn, Martin, Duckworth, Gabrieli, & Gabrieli, 2016). Many scholars have begun to hypothesize that achievement gaps may arise due to disparities in non-cognitive skills, and these skills may be more amenable to intervention (Dee & West, 2008; Evans & Rosenbaum, 2008; Heckman & Kautz, 2013). Accordingly, the Every Student Succeeds Act (ESSA) takes a more flexible approach to literacy. ESSA provides grants to states who use evidence-based literacy programs. However, the traditional cognitive literacy domains (alphabetic, comprehension, and fluency) that were emphasized for are not specified as requirements of ESSA grants for literacy funding (Heitin, 2016). Similarly, developers of reading programs are now expanding their approaches to reading instruction by including strategies that aim to increase reading motivation. For example, Zoology One, a kindergarten reading curriculum is designed to target the 6 traditional literacy domains while also creating a culture of reading (Institute of Education Sciences, n.d.). This culture is fostered by providing students with independent reading time, autonomy of book choice, and interesting texts with the expectation that these qualities will promote reading motivation (Institute of Education Sciences, n.d.). Another program, Concept-Oriented Reading Instruction (CORI), aims to increase reading motivation by using subject content to create goals in reading, providing hands on reading activities, affording students' book choice, using interesting texts, and promoting collaborative instruction (Guthrie, McRae, & Klauda, 2007)

The literature provides strong evidence of positive associations between reading motivation and reading achievement that are influenced by environmental factors. However, there is a more limited literature examining variations in these associations across student subgroups defined by race/ethnicity and SES (Cartwright et al., 2016; Cox 7 & Guthrie, 2001; Durik et al., 2006; Guthrie et al., 2004; Guthrie et al., 1999; McGeown et al., 2016; Lau, 2009; Moller & Bonerad, 2007; Morgan & Fuchs, 2007; Park, 2011; Taboada, 2009; Wang & Guthrie, 2004; Wigfield & Guthrie, 1997). The literature points to instructional strategies and interventions that foster reading motivation with the expectation that reading achievement will also be increased. However, there has been limited causal research examining pathways from reading motivation to reading achievement

Motivation researchers have discussed how motivational and cognitive processes interact, and how each affects achievement outcomes (Pintrich, 2003; Pintrich, Marx, & Boyle, 1993; Author, 2006). In particular, such research has focused on how motivation provides an activating, energizing role for cognitive processes, which in turn can impact achievement (Pintrich; Authors, 2006). For example, Author et al. reviewed work showing that motivational variables

such as self-efficacy and intrinsic motivation predict students' achievement in different areas such as reading ability, math, language arts, sports and occupational choice. However, Pintrich noted that there is little specific information in the literature about the strength of these activating processes or how they operate. For instance, in Motivation and Reading Comprehension it is likely, that there are multiple motivational pathways for the energization of students' behaviors such that some students may be motivated by their self-efficacy beliefs, whereas others may activate cognitive processes through personal interests or contextual factors. Research that examines the different ways that motivation relates to various cognitive processes speaks of the need for integrated models of motivation and cognition that has been emphasized in the motivation field (Pintrich). In the field of reading motivation, in particular, several researchers have examined the relations among motivation variables and literacy skills. For example, research has found relationships of young children's reading self-concept (assessed as students' perceptions of reading competence, the difficulty of reading, and their attitude towards reading) with word recognition and reading comprehension skills (Chapman & Tunmer; 1995; Chapman, Tunmer, & Prochnow, 2000). Findings showed that children who reported negative reading self-concepts performed more poorly on reading-related tasks than did children with positive reading self-concepts (Chapman et al.). Motivation researchers have discussed how motivational and cognitive processes interact, and how each affects achievement outcomes (Pintrich, 2003; Pintrich, Marx, &Boyle, 1993; Author, 2006). In particular, such research has focused on how motivation provides an activating, energizing role for cognitive processes, which in turn can impact achievement (Pintrich; Authors, 2006). For example, Author et al. reviewed work showing that motivational variables such as self-efficacy and intrinsic motivation predict students' achievement in different areas such as reading ability, math, language arts, sports and occupational choice. However, Pintrich noted that there is little specific information in the literature about the strength of these activating processes or how they operate. For instance, it is likely, that there are multiple motivational pathways for the energization of students' behaviors such that some students may be motivated by their self-efficacy beliefs, whereas others may activate cognitive processes through personal interests or contextual factors. Research that examines the different ways that motivation relates to various cognitive processes speaks of the need for integrated models of motivation and cognition that has been emphasized in the motivation field (Pintrich).In the field of reading motivation, in particular, several researchers have examined the relations among motivation variables and literacy skills. For example, research has found relationships of young children's reading self-concept (assessed as students' perceptions of reading competence, the difficulty of reading, and their attitude towards reading) with word recognition and reading comprehension skills (Chapman & Tunmer; 1995; Chapman,Tunmer, & Prochnow, 2000). Findings showed that children who reported negative reading self-concepts performed more poorly on reading-related tasks than did children with positive reading self-concepts (Chapman et al.).

Likewise, the goal of the second part of the current paper was to identify and systematically evaluate common reading motivation scales. A formal review of this kind has not been completed on reading motivation since the review of reading attitudes by Summers in 1977. This current review responds to a need expressed by researchers, educators, and evaluators who are seeking valid and reliable reading motivation measures. This review systematically analyzed reading motivation scales in order to assist in selection of measures. It should help individuals

locate scales that best meet their needs, match the age range of their students and have adequate psychometric properties.

8. CONCLUSION

While proficiency in reading is critical to understanding core class texts, researchers also believe that reading skills and strategies do not fully account for the variability in students' engagement in reading. In fact, students engage or disengage in reading for a variety of reasons. For example, they may enjoy the process of reading or believe that reading is a valuable way to learn information. Students who disengage from reading, however, may not lack the ability to read but resist reading due to a lack of motivation. This disengagement will eventually have detrimental effects on their reading ability (Baker, Afflerbach, & Reinking, 1996; Guthrie & Wigfield, 1999; Guthrie, McGough, Bennett, & Rice, 1996; Paris & Oka, 1986). In addition, reading motivation continually surfaces as a critical contributor to reading achievement (Biancarosa & Snow, 2004; Curtis, 2002). Reading motivation is highly related to reading comprehension and achievement (Anmarkrud & Braten, 2009; Cartwright, Marshall, & Wray, 2016; Law, 2009; Mucherah & Yoder, 2008; Park, 2011; Retelsdorf, Koller, & Möller, 2011; Wang & Guthrie, 2004) and has also been shown to predict later reading achievement (Becker, McElvany, & Kortenbruck, 2010; Schaffner, Philipp, & Schiefele, 2016; Taboada, Tonks, Wigfield, & Guthrie, 2009). Thus, reading skills and reading motivation seem inextricably linked (e.g., Adelman & Taylor, 2000; Ellis et al., 1997; Zins et al., 2004). Studies of this relationship may be key to improving reading achievement, particularly for students who struggle with reading proficiency. Fundamental to these studies is the ability to develop and identify valid and reliable scales of reading motivation.

It can thus be concluded that by gaining a comprehensive understanding of the correlates of reading motivation in primary school children, scholars and educators can be in a better position to understand the multi-dimensional nature of reading motivation and implement newer, more innovative intervention strategies to improve reading motivation right from the early elementary grades. Similarly, a systematic review of tools used to measure reading motivation in primary school children can help them find an objective, standardized and accurate method of studying reading motivation.

8.1. Scope for Further Research

Owing to the ongoing pandemic situation, this particular research project had to be completed under challenging circumstances. Since physically visiting libraries and/or institutional repositories were not possible, the search for literature was limited to online databases only. Moreover, time constraints and other parallel work commitments made reviewing of a large number of studies difficult. The project therefore entails limitations which can be compensated for, with further researches in the concerned area. A few areas which could be of considerable interest to researchers have been listed below:

- Educational neuroscience research may impact teaching and learning, providing a better understanding of the neuroscientific interplay between students' motivation and their subject or task learning. Neuroscience methods such as electroencephalography (EEG) could complement the existing behavioural methods of motivational regulation. Beta brain waves mainly occur, when we are awake and doing a task that involves active thinking. For example, students in school or university will display increased beta activity as long as they are paying attention. The range of beta waves is approximately 13 Hz to nearly 40 Hz. They typically have a high amplitude. Studies have shown that if people are exposed to beta binaural beats for a certain period of time, they can increase the linguistic and reading skills of an individual (besides concentration and mathematical thinking). Similarly, A gamma wave or gamma rhythm is a pattern of neural oscillation in humans with a frequency between 25 and 140 Hz. Gamma rhythms are correlated with large scale brain network activity and cognitive phenomena such as working memory, attention, and perceptual grouping, and can be increased in amplitude via meditation.

- The role of neurotransmitters like dopamine is also considered a key substrate of intrinsic motivation (Baik, 2013). Midbrain dopamine neurones transmit signals in response to rewarding and non-rewarding salient experiences (Bromberg-Martin, Matsumoto, & Hikosaka, 2010). As such, dopamine can be used as an indicator of learning experiences and behaviour. An enhanced activity within the dopaminergic value system would indicate intrinsic motivation when an individual engages in learning activities or tasks (i.e., involvement). Furthermore, increased dopamine levels in the striatum and prefrontal cortex are associated with positive affect and volitional action control (Rigoni, Demanet, & Sartori, 2015). Future educational neuroscience research could include classroom interventions such as decision-making in task learning or provision of motivational feedback, and investigate how it leads to the neuroscience of intrinsic motivation. A study conducted by Vanderbilt scientists mapped the brains of "go-getters" and "slackers" They found that people willing to work hard had higher dopamine levels in the striatum and prefrontal cortex — two areas known to impact motivation and reward. Among slackers, dopamine was present in the anterior insula, an area of the brain involved in emotion and risk perception.

- Conducting a systematic review of the psychometric properties of scales used to measure reading motivation in adolescents and adults. Examples of these scales include Adult Motivation for Reading Scale by Schutte and Malouff (2007), Motivations for Reading Information Books by Guthrie, Cambria, and Wigfield (2011) which included two related scales for adolescent readers, the Motivation for Reading Information Books School Questionnaire (MRIB-S) and the Motivation for Reading Information Books Non-school Questionnaire (MRIB-N) & Survey of Adolescent Reading Attitudes.
- In this digital era, a fundamental challenge is to design digital reading materials in such a way that they improve children's reading skills. Since reading books is challenging for many children, particularly for those genetically susceptible to attention problems—researchers have recently hypothesized that guidance from a digital Pedagogical Agent (PA) could improve students' reading motivation and incidental vocabulary learning.

Technology-based reading instruction can improve students' motivation to read because user-friendly computer programs make teaching easier for educators and instruction more enjoyable for students. As a result, technology can become a motivating factor for struggling readers who receive instruction for improving their reading skills (Hall et al., 2000).

- From 1979 till 1987 the Department of Education of the University of Nijmegen carried out a longitudinal reading research project. Two research questions are in the focus of interest. The first question deals with the concept of reading development. Here reading development is defined in the way interrelations between latent reading variables — i.e. decoding, reading comprehension and spelling — change during the years of primary education in school. In the second research question we examine the relation between reading ability in primary school and the school career in secondary education. Besides giving answers to these specific research questions, some benefits and shortcomings of longitudinal reading research are discussed. The results indicate that, by conducting longitudinal reading research, it is possible to get a better and more detailed picture of the changing relationships between reading variables. And the somewhat obvious and trivial notion that reading and spelling ability in primary school affects the school career in secondary education has become clear. Further research can therefore be carried out to see whether sustained reading motivation in primary school can affect career aspirations of students later in life.

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10. ANNEXURE

Review Table

#	Reference (Author, Journal, Year of Publication)	Title of Paper	Country	Tools used	Population studied	Methodology	Results	Comments
								42
1.	Marve Atas Biyik, Tolga Erdogan and Mustafa Yildiz; International Journal of Progressive Education; 2017	Examining Reading Motivation of Primary Students in terms of some variables	Turkey	Data is collected using the Motivation to read profile	The sample consisted of 769 students studying in the same province, in grades 2,3 and 4 in three different schools.	Research is structured according to the model of a descriptive survey. "Mixed method" is used in the collection, analysis and interpretation of data.	According to the survey results, student's value for reading is affected by grade and gender variables but not affected by socio-economic status. The value for reading of 3rd grade students is higher than 4th grade students. The value for reading of girls is higher than boys. Self-concept as reader and reading motivation of students vary depending on gender, grade and socio-economic status. In addition, reading-motivation of 2nd grade students is higher than 4th grade students.	**Correlates of reading motivation**: Gender, Socio-economic status and grade **Tools used**: Motivation to Read Profile
2.	Caroline Villiger, Alois	Does Family	Switzerla nd	Reading motivation was	The sample consisted of 713	The intervention (LIFUS Reading		**Correlates:** Role of Family

	Niggli, Christian Wandeler, Sabine Kutzelmann; Journal of Swiss National Science Foundation	make a difference? Mid-term results of a School/ Home-based programme in enhancing reading motivation		assessed with the German Reading Motivation Questionnaire by Bonrad & Moller, 2005	Swiss 4th graders. In order to find out the specific contribution of the home environment, the program was implemented in one group without (S Group= School Based, N=224) and one group with (SH= School/ home based, N= 225) parental participation	Programme) was based on the principles of Self-Determination Theory (Deci & Ryan, 2002) carried out for 1 year with a follow-up assessment 5 months later. The effects of treatment were investigated in a pre-test post-test control group design.	Multi-level analysis showed that school/ home based interventions had significant effects on reading motivation which were still detectable in the 5-month follow up. The effects of follow up differed significantly from the school-only intervention. The findings highlight the role of family in the sustained promotion of reading motivation	**Tools used**: German Reading Motivation Questionnaire
3.	Kristin Lynn Houghton; Walden Dissertations and Doctoral Studies; 2015	Impacts of Intrinsic and Extrinsic Motivation on Reading Achievement of 1st Grade Students	Minnesota, USA	Reading Achievement was measured using Houghton Mifflin Levelled Reading Passages. (Houghton Mifflin Company, 2003) The instrument used to measure reading fluency	The sample consisted of 1st graders at a public school in Maryland. The participating class (N=66; 36 boys and 30 girls)	A quasi-experimental design was used to examine the impact of 3 motivation conditions (intrinsic, extrinsic and a combination of both). Data consisted of pre-test post-test scores on reading achievement and	An analysis of covariance showed no statistically significant difference in reading achievement among the 3 motivation conditions. Further analysis revealed a statistically significant difference in oral reading fluency, favouring the intrinsically	**Correlates**: Reading Achievement **Tools Used** : Houghton Mifflin Levelled reading passages

				was the Houghton Mifflin reading student anthology passages, 2001)		oral reading fluency.	motivated group. The findings suggest that 8 weeks may not be sufficient for students to benefit directly from any motivation condition, but suggests that engaging students in goal setting may improve reading achievement and eventual literacy.	
4.	Guang Yang, Masood Badri, Asma Al Rashedi and Karima Almazroi; Journal of Largescale Assessments in Education; 2018	The role of reading motivation, self-efficacy and home influence in student's literacy achievement- a preliminary examination of 4th graders in Abu Dhabi	United Arab Emirates	Data from Progress in International Reading Literacy Study (PIRLS) 2011 was used.	PIRLS 2011 adopted a two stage stratified cluster sampling to ensure that a representative sample of grade 4 students take the test. Schools in Abu Dhabi were first randomly chosen with probability proportional to their enrolment size from the population provided by the Abu Dhabi	Selected items from the PIRLS 2011 student and home questionnaires were analysed in a regression model fitted using the IEA International Database (IDB) Analyser software (version 4.0.20) to determine the effects of student intrinsic and extrinsic reading motivation, reading self-efficacy and home literacy	Results from multiple regression analysis showed that student's reading self-efficacy was the strongest predictor of reading achievement, while a number of home context variables made significant and independent contributions. However, 2 variables which were widely claimed as key to reading achievement (intrinsic reading	**Correlates**- Self efficacy, home influence, Reading achievement **Tools Used**- Progress in International Reading Literacy Study (PIRLS)

					Education Council. Within each sampled school, all grade 4 classes were listed, and one class randomly chosen. In the end, a total of 4146 grade 4 students with a mean age of 9.7 from 164 schools were tested	environment on reading achievement	motivation and parental involvement) were shown to have either no or negative association with reading achievement	
5.	Christene A Herbert; ODU Digital Commons;2011	Understanding 4th graders decline in reading from student's and teacher's perspective	Verginia, USA	The Motivation to Read profile (Gambrell, Palmer, Coddling and Mazzoni,2007) was used to assess reading motivation. The MRP- A public domain instrument for use from 1-6th graders was used to assess self-concept and task value- which the authors stated	Data for the research study was collected from 2 elementary schools chosen by convenience. Both were urban public schools, with 2 classes in each school setting. 24 4th grade students, 6 from each of the 4 classes were selected. The experiences of students and teachers were	A phenomenological qualitative study was conducted to see if a sample of 4th grade low-achieving and average-achieving readers exhibited a loss in their motivation to read. Responses to the questionnaires were coded by themes.	Results indicated that there is no difference in motivation to read between low-achieving and average achieving readers. Student's responses showed positive motivation to read, while teacher's responses indicated a negative attitude towards student's motivation to read. Research results were inconclusive regarding student's	**Correlates**- Reading Achievement **Tools Used**- Motivation to Read Profile

				as fundamental components of reading motivation. The Reading Survey and Conversational interview are components of the MRP.	collected using purposive criterion sampling. Surveys were conducted for both students and teachers		readiness to switch from "learning to read" to "reading to learn"	
6.	Allan Wigfield & John T Guthrie; Journal of Educational Psychology; 1997	Relations of Children's Motivation for reading to the Amount and Breadth of Material	Maryland, USA	The Motivation for Reading Questionnaire (MRQ) developed by Wigfield and Guthrie (1995) was used to assess different aspects of reading motivation. The Reading Activity Inventory (RAI) was used to measure the breadth and frequency of student's reading. The Out of school reading amount was found out	105 grade 4 and 5 students in elementary school at a mid-Atlantic state participated in the study. There were 49 4th graders and 46 5th graders. 47 participants were girls and 58 were boys. The children were from a fixed background socio-economically. They were also a racially and ethnically mixed group.	The reading motives assessed included self-efficacy, extrinsic-intrinsic motivation and goals and social aspects. 4th and 5th grade students completed a new reading motivation questionnaire twice during a school year. Children's reading amount and breadth were also measured using diaries and questionnaires.	Children's reading motivation was found to be multi-dimensional. An intrinsic motivation composite predicted amount and breadth of reading more strongly than the extrinsic motivation composite. Some aspects of girls' reading motivation was more positive than boys.	**Correlates**- Length of material, gender **Tools Used-** Motivation for reading Questionnaire

				from the school media specialist				
7.	Quian Huang; Theory and Practice in Language Studies; Volume 2: 2012	Action Research on Motivation in English Reading	China	Gardner's Attitude/ Motivation Test Battery was used which included 39 items on intrinsic motivation, Extrinsic Motivation, Importance of Reading and reading efficacy		By introducing the definition of motivation, its classification, and analysing the function of motivation in language learning, this study is an attempt to survey strategies for improving learning motivation in English reading class. The data analysis was done using SPSS 11.0 in two parts. First, a factor analysis was conducted to explore motivation types. Secondly, MANOVA was carried out to explore whether these factors had significant effects on the various types of motivation in English Reading	Results indicate that majority of English students had a strong motivation towards English reading. Female students show a stronger intrinsic and extrinsic motivation which shows that gender is a very important variable in English Learning. The Correlation between general motivation and reading is significant. The correlation between students with higher score and lower score is significant	**Correlates-** Gender, General Motivation **Tools Used**- Gardener's Attitude/ Motivation Test battery

8.	Joachim Waterschoot, Maarten Vansteenkiste, Bart Soenens; Journal of Experimental Child Psychology,2019	The effects of Experimentally induced choice on elementary school children's intrinsic motivation: the moderating role of indecisiveness and teacher-student relatedness	Belgium	Children's Motivation for Reading Scale	The sample consisted of 126 elementary school children of mean age 10.8 years	Grounded in self-determination theory, this experimental field study required participants to indicate their preference for 1 of 3 different painting activities—half of the children were allowed to perform their preferred activity (choice provision condition) and other were deprived of choice. After completion of the activity, their intrinsic motivation, autonomy and competence need satisfaction, vitality and intended persistence were assessed.	Children in the choice provision condition, relative to those in the choice deprivation condition, reported enhanced intrinsic motivation and vitality because they experienced more autonomy and competence need satisfaction during the painting activity. Since highly indecisive children do not benefit from choice in terms of competence satisfaction, the indirect effect of choice through competence on 2 indicators of intrinsic motivation was not significant among these children. Relatedness with the teacher did not play a moderating role.	**Correlates**- Experimentally Induced Choice **Tools Used**- Children's Motivation for Reading Scale
9.	Pilvi Peura, Mikko Aro; Learning and	Reading Self efficacy	Finland	Young Children's Academic	Participants in the study were 1327 children (48.08%	Children participated in a longitudinal	The results showed that self-efficacy is positively related to	**Correlates**- Self efficacy, Reading Fluency

	Individual Differences;2019	and Reading fluency development among primary school children : Does Specificity of self-efficacy matter?		Intrinsic Motivation Inventory	girls) from 20 primary schools.	investigation (Self efficacy and learning disability intervention research project), focussing on children's motivation and reading and math difficulties. Volunteering schools from rural, sub urban and urban areas were recruited by municipality officials responsible for basic education. Prior to examining the relationship between self-efficacy and reading fluency, it was examined whether reading fluency changed for students within each grade level across the school year. Separate 1st order LGMs were carried out by grade level for each	reading fluency development. The association was dependant on the specificity of self efficacy measure. Specific and intermediate self efficacy were positively related to fluency whereas general self efficacy is not.	**Tools Used**- Young Children's Academic Intrinsic Motivation Inventory

						reading fluency measure- word, sentence and text reading fluency.		
10	Emma Medford, Sarah P McGeown; Learning and Individual Differences; 2012	The influence of Personality Characteristics on Children's intrinsic reading motivation	United Kingdom	Reading skill was assessed using a group administered 45 item sentence completion task (Group Reading Test 2; MacMillan Test	In total, 295 children took part in this study. 135 students were in grade 5 (63 boys, 72 girls) with an average age of 10 years and 1 month (.30 SD) and 160 children were in grade six (80 boys and 80 girls) with an average age of 11 years and 1 month (.28 SD). The children were attending 4 different primary schools in UK.	Participants completed questionnaires measuring reading motivation, reading self concept and personality characteristics, and also completed a reading assessment.	It was found that personality explained significant variance in intrinsic motivation after accounting for reading skill and reading self concept.	**Correlates**- Personality Factors **Tools Used**- SRQ Reading Motivation Questionnaire
11	Jing Huang, Susanna Siu-sze Yeung; International Journal of Educational Research; 2020	Predicting Reading Motivation & Achievement : The Role of Family and Classroom	China	Data from the PIRLS 2016 was used in this study	The study used the Hong Kong, Macau and Chinese Taipei samples of PIRLS 2016 and 11,734 fourth grade students.	The study investigated the relationships between parental attitudes towards reading, student of reading instructional practices, and	The results revealed a positive relationship between parental reading attitudes and student reading achievement in Macau and Taipei although the link was	**Correlates**- Parental Attitudes, Instructional Practices **Tools Used**- PIRLS Study Data

		Environments in Greater China				reading motivation. This study used multiple group multilevel structural equation modelling (MG-MSLEM)	found to be non-significant in Hong Kong. The association between student's perception of reading instructional practices and reading achievement was slightly negative at the student level but non significant at the classroom level. Both parental attitudes and student perception of instructional practices were positively correlated to reading motivation	
12	Ea Hoppe Blaabaek; Research on Social Satisfaction and Mobility; 2020	Reading when the sun does not shine : The effect of reading on children's academic performance	Denmark	Data from the Panel Study of Income dynamics -Child development supplement were used		Drawing from Scholarly culture theory it was hypothesized that children's reading outside school fosters skills that enhance academic performance. Cross time variation is used to measure children's exposure	Empirical findings show that children who were exposed to more sunshine were less likely to read and reading has a positive effect on reading test scores	**Correlates**- Climate **Tools Used**- Data from Panel Study of Income Dynamics

						to natural environment and whether it affects academic performance		
13	Alexander Soemer, Ulrich Schciefele; Learning and Individual differences; 2018	Reading amount as a mediator between intrinsic reading motivation and reading comprehension in the early elementary grades	Germany	Reading motivation was measured using the Reading Motivation Questionnaire for Elementary students (RMQ-E) Stutz, Schaffner, and Schiefele, 2017. Reading comprehension was assessed with a standardized German language comprehension test suitable for testing students from grades 1 to 6, the ELFE test (Lenhard & Schneider, 2006)	The full participant sample at T1 consisted of 1075 children (Grade 2: n = 549, M = 8.22, SD = 0.49, 52.5% girls; Grade 3: n = 526, M = 9.13, SD = 0.49, 52.1% girls) drawn from 32 public elementary schools (125 classes) and represented rural and urban areas of different socioeconomic backgrounds. All students in the sample attended a six-year elementary school over the whole course of	Participants were individually tested within two one-hour sessions per measurement occasion. The sessions were scheduled to take place one week apart. Because this study was part of a larger cross-disciplinary research project and therefore a large number of participants had to be tested on a variety of other measures, the testing period was spread out over several weeks around and including the summer vacations. However, the time intervals between	Evidence was found for partial mediation by reading amount between reading comprehension and later intrinsic reading motivation. However, there was no evidence for (partial or full) mediation by reading amount between intrinsic reading motivation and later reading comprehension. It is concluded that in the process of becoming more sophisticated readers, early elementary students read more frequently in their spare time, and this makes reading more rewarding for them in the long run. In	**Correlates**- Reading Amount, Reading Comprehension **Tools Used**- Reading Motivation Questionnaire

					the study. Slightly more than half of the sample completed all three measurements leaving the researchers with the data of 565 students (Grade 2: n = 482, M at T1 = 8.20, SD at T1 = 0.49, proportion girls = 53.7%; Grade 3: n = 83, M at T1 = 8.78, SD at T1 = 0.55, proportion girls = 57.8%). Because this filtering procedure sharply reduced the original sample size and, led to a disproportionate dropout of grade 3, it was decided that all 1075 participants would be	individual participants' measurements were broadly similar (12 months between T1-T2 and T2-T3, respectively)	contrast, the potentially positive effect of spare time reading on later reading comprehension seems to be either non-existent or too weak to be reliably detected over longer time frame. Structural equation modeling analysis was used to test a sequential mediational model.	

					retained, and expectation maximum would be used to input missing data			
14	Frederic Guay Robert Stupniskya, Michel Boivinb, Christa Japel, Ginette Dionne; Early Childhood research quarterly; 2019	Teachers' relatedness with students as a predictor of students' intrinsic motivation, self-concept, and reading achievement	France	Data for the current study was derived from the Quebec Longitudinal Study of Child Development (QLSCD). The QLSCD is a large longitudinal study that started in 1998, among 2120 infants in the province of Quebec, who were then followed annually. The infants were approximately five months old when the study began	Data was collected from 820 kindergarten students (441 boys and 369 girls)	teachers also answered questions regarding their relatedness with the students and the students' reading abilities. One year later, the students completed items measuring their intrinsic motivation and self-concept for reading, while the teachers rated the students' reading achievement.	Overall, the results showed that kindergarten teachers' relatedness with students predicts intrinsic motivation for reading and that self-concept for reading positively mediates the relation between intrinsic motivation and reading achievement (all relations are significant at $p < .01$). These results may have implications for educators aiming to improve reading achievement, strengthen students'	**Correlates**- Teacher's relatedness, self-concept, reading achievement **Tools Used**- Data from Quebec Longitudinal Study of Child Development

				and were identified via the Quebec Master Birth Registry of the Ministry of Health and Social Services			academic self-concept, and encourage intrinsic motivation.	
15	Sarah McGeown, Hannah Goodwin, Nikola Henderson, Penelope Wright *Journal of Research in Reading 35 (3), 328-336, 2012*	Gender differences in reading motivation: Does sex or gender identity provide a better account?	United Kingdom	The Motivation for Reading Questionnaire (MRQ) Revised Version (Wigfield & Guthrie, 1997) was used to assess reading motivation. The Children's Sex Role Inventory (CSRI) Short Form was used to assess gender roles children were assessed using the Group Reading Test II (Macmillan Test Unit, 2000a) which is a group	The sample consisted of one hundred and eighty-two primary school children (98 males) aged 8–11.	Letters were sent to schools and parents, and consent from head teachers, class teachers and parents was required. For both the CSRI and MRQ, each question was read out to the children to ensure that reading skill would not affect their understanding or completion of these questionnaires.	While there were no sex differences in reading skill or extrinsic reading motivation, girls had significantly higher intrinsic reading motivation. However, responses to intrinsic motivation were better explained by gender identity than sex. In addition, a feminine identity was more closely associated with many different aspects of reading motivation than a masculine identity	**Correlates**- Gender **Tools Used**- Motivation for reading questionnaire

				administered test measuring reading comprehension				
16	Sarah McGeown , Jane Bonsal, Valentina Andres Danielle Howarth Katherine Wilkinson ; Journal of Research in Reading	Understanding reading motivation across different text types: qualitative insights from children		Data was collected using motivation to read questionnaire and intervies	Participants in this study were 33 children: 12 student researchers (50% female) and 21 of their peers (48% female) aged 9–11 (final 2 years of primary school) from a single city centre school in Scotland.	Thirty-three children (aged 9–11) from a single school in Scotland participated in individual interviews that focused on understanding their breadth of reading activities and why they chose to read different text types. Interviews were transcribed in full, and a data-driven inductive thematic analysis approach was used to ensure that the full complexity of the data was realised.	Children's reading motivation varied considerably across the different text types. For example, children read books to feel happy, relaxed, excited or to become immersed in the story. They also read books to develop their reading skills, because they felt reading was important, or because it was a habit or familiar. On the other hand, children read newspapers to stay informed, comics as they were fun and easy to read, interactive games as they could direct the narrative and audio books when they	**Correlates**- Text type **Tools Used**- Motivation to read questionnaire

							were tired. Overall, children reported a wide and diverse range of reading motivations, these being closely linked to the different text types they read.	
17.	Sarah P. McGeown , Roger Norgate & Amy Warhurst; Educational Research; 2012	Exploring intrinsic and extrinsic reading motivation among very good and very poor readers		Reading comprehension skill was assessed using the Group Reading Test II (Macmillan 2000). Reading Motivation was assessed using Motivation for Reading Questionnaire, Wigfield & Guthrie, 1997	In total, 1811 children (aged seven to 13 years) were tested, with good readers (top 10%; n ¼ 194) or poor readers (bottom 10%; n ¼ 188) identified within the group.	All children completed a reading assessment and reading motivation questionnaire in their classroom; good and poor readers were selected based on their scores in the standardised reading test	In the full sample, children's intrinsic reading motivation and reading efficacy correlated with their reading skill whereas their extrinsic reading motivation did not. After co-varying for differences in group composition, good and poor readers differed significantly in levels of intrinsic reading motivation and reading efficacy but not extrinsic reading motivation. Among the good readers, only extrinsic reading motivation correlated significantly with	**Correlates**- Reading skill, group composition, reading achievement **Tools Used**- Motivation for Reading Questionnaire

							reading skill, whilst among the poor readers, no aspects of motivation correlated significantly with reading skill. Overall, poor readers' intrinsic and extrinsic reading motivations were more closely correlated.	
18	PAUL L. MORGAN The Pennsylvania State University DOUGLAS FUCHS Peabody College of Vanderbilt University; Exceptional Children ; 2007	Is There a Bidirectional Relationship Between Children's Reading Skills and Reading Motivation?	USA	Literature Review		15 studies were reviewed addressing the relationship between young children's reading and competency beliefs or goal orientations	Results indicate that reading skills and motivation correlate (albeit moderately), and support the possibility of a bidirectional relationship between the two. Researchers, practitioners, and parents may need to target both reading skill and motivation to best help poor readers become proficient.	**Correlates**- Reading Skill **Tools Used**- Review of Literature

19	Winney Mucherah , Abbey Heredeen; Reading Psychology; 2013	Motivation for Reading and Upper Primary School Students' Academic Achievement in Reading in Kenya	Africa	Motivation for Reading Questionnaire	Participants included 901 seventh and eighth grade students from Kenya. There were 468 females and 433 males.		Contrary to previous studies, results showed reading challenge and aesthetics, but not efficacy, predicted reading achievement, indicating reading motivation may not influence achievement similarly across cultures. Gender differences were found in reading achievement but not motivation, an indication of a complex relationship between reading motivation and achievement. Students who read mostly for compliance and recognition did poorly in reading.	**Correlates**- Reading Achievement, Gender **Tools Used**- Motivation for Reading Questionnaire
20.	Jessie De Naeghel and Hilde Van Keer	The relation of	United Kingdom	Students' recreational and academic autonomous reading	In the present study, 1,177 fifth-grade students and their 65	Prior to the research, passive informed consent was notified to the parents so they had	girls report a higher autonomous reading motivation, and students' perception of home and peer	**Correlates**- Gender, Social Support **Tools Used**- Autonomous reading motivation subscale of the self-regulation questionnaire

	Department of Educational Studies, Ghent University, Belgium; Journal of Research in Reading	student and class-level characteristics to primary school students' autonomous reading motivation: a multi-level approach		motivation was measured by means of the autonomous reading motivation subscale of the Self-Regulation Questionnaire-(SRQ)	teachers from 44 middle-class, averagely achieving primary schools throughout Flanders (Belgium) participated. Participants consisted of 50.3% girls and 49.7% boys. Children were on average 10.46 years old (SD = 0.63).	an opportunity to withdraw their child from participation. From February to March 2010, a trained team of three researchers administered student questionnaires during regular class periods. Directions and practice items were provided prior to issue of the actual questionnaire. Teachers completed a questionnaire concerning their reading instruction approach	involvements in reading activities is positively associated with their autonomous reading motivation. On the class level, only the additional support of a literacy coach significantly optimises students' autonomous reading motivation.	
21	Dan Lin • Ka Ki Wong • Catherine McBride-Chang; 2011	Reading motivation and reading comprehen	China	Based on the Motivation for Reading Questionnaire (MRQ) (Baker & Wigfield, 1999), which was originally designed for	A total of 104 Hong Kong native Chinese (52 females and 52 males) fifth graders from one local elementary school voluntarily	n. During that session, each participating student was given a set of tasks including the adapted motivation for reading questionnaire, two	Confirmatory factor analyses of the adapted motivation for reading questionnaire. Motivations related to self-efficacy, curiosity, involvement,	**Correlates**- Reading Comprehension, Language of Instruction **Tools**- Adapted Motivation for Reading Questionnaire

		sion in Chinese and English among bilingual students		measuring L1 reading motivation and has subsequently been used for measuring L2 reading motivations (Mori, 2002), as well as a focus group that provided ideas for four new dimensions of reading motivation, a 50-item questionnaire assessing the eight dimensions of reading motivations described earlier was administered.	participated in this study. The ages of students ranged from 10 to 13 years old (M = 10.28; SD = .59). Most of them came from families of relatively high socio-economic status and parental education levels.	Chinese comprehension passages and two English comprehension passages within a single day at school. A total of five experimenters administered all tasks. All students completed the adapted reading motivation questionnaire within the first 30 min of the testing session, and each reading comprehension passage was completed within 15 min. The whole procedure lasted for 1.5 h	recreation, and social-peer attitudes were significantly higher for L1 as compared to EFL reading. No difference across EFL and L1 was found for the motivational subscales in the areas of school grades, instrumentalism, and social-family attitudes. Furthermore, instrumentalism was particularly strongly correlated with EFL reading comprehension, whereas recreation had the highest association with L1 reading comprehension. The eight subscales collectively explained 16% variance in Chinese and 12% variance in English reading comprehension.	

							Results underscore the importance of different types of motivation for reading comprehension and the different roles each motivational aspect may play in L1 and EFL reading.	
22	Yasemin Kuşdemir , Pınar Bulut; Journal of Education and Training Studies; 2018	The Relationship between Elementary School Students' Reading Comprehension and Reading Motivation	Turkey	A 22-item "Text-oriented Reading Motivation Scale" developed by Aydemir and Öztürk (2013). Two texts and two tests for each text taken from the Informal Reading Inventory developed by Karasu, Girgin and Uzuner (2013a) were used. One of these texts is a narrative text called "Arda is	The universe of the current study is comprised of the elementary school fourth grade students attending the elementary schools located in the Yerköy province of the city of Yozgat in Turkey. In order to determine the sampling to represent the universe, first the number of the elementary schools and the number of the fourth grade students in	The current study was designed in the survey model. The main goal in this model is to determine the existing state of the selected issue and to describe the existing state without exercising any influence. As the purpose of the current study was to investigate the relationship between the Turkish elementary school students' level of reading comprehension and reading motivation, it was	At the end of the study, it was found that there is a positive, medium and significant correlation between the students' levels of reading comprehension determined with cloze tests made up of both narrative and informative texts and reading motivation. In addition, a positive, medium and significant correlation was found between the students' levels of reading comprehension	**Correlates**- Reading comprehension, text type **Tools used**- Text oriented reading motivation scale

				on Holiday" and the other one is an informative text called "Eating"	these schools were determined. It was found that there were 8 elementary schools and a total of 421 fourth grade students attending these schools in the Yerköy province in 2017 – 2018 school year. In the selection of the sampling, the convenience sampling method was used. The convenience sampling method was preferred in the current study considering the factors such as cost, time and availability.	designed in line with the relational survey model.	determined with open-ended questions made up of both narrative and informative texts and reading motivation. Increase in the students' reading motivation affects their reading comprehension positively and significantly. Furthermore, reading motivation explains 12-13% of the total variance in their reading comprehension	
23	Motivation for Reading and Upper Primary	Aspects of the reading	Africa	Three instruments were administered to all Grade 7	Strategic, criterion and random sampling techniques were	Ethical research procedures, as stipulated by the Centre for Research and	First, the descriptive statistics of both reading activity and motivation will be discussed. This is	**Correlates**- Reading Activity, Reading Motivation, Reading Achievement, Gender **Tools Used**- Motivation for Reading Questionnaire

	School Students' Academic Achievement in Reading in Kenya Motivation for Reading and Upper Primary School Students' Academic Achievement in Reading in Kenya ; Cogent Education; 2017	motivation and reading activity of Namibian primary school readers		learners from the selected schools. These were the Reading Activity Inventory (RAI), the Motivation for Reading Questionnaire and the Namibian Standardised Achievement Test.	used in this study. To strategically include learners who were in a reasonable position to read and who could report realistically on their reading behaviour and motivational levels, only schools within the region that had scored an average of 50% and above in the 2014 SATs for English Grade 7, and with access to some reading resources, were included in a list. This list was employed for the further random sampling of schools. The final sample (see Table 1) included 402	Publications, University of Namibia, and the Data Protection Official at the Norwegian Social Science Data Services, were strictly adhered to. This specifically included informed consent from all learners, as well as the confidentiality of individuals' data and data storage. After obtaining the necessary permission from the Ministry of Education and Culture in Namibia, the purpose of the research was explained to the principals at the selected schools, and written consent from parents and learners was obtained. Data were collected in	followed by a presentation of the relationship between these two variables, as well as the relationship with achievement and with gender. While all participants completed the instruments, complete data sets for all 402 were not obtained, as some did not complete all the items. As recommended by Pallant (2011), the "exclude cases pairwise option" (p. 58) was, where relevant, utilised to exclude cases where data were missing, only for the dimension of motivation, mode or purpose of reading. This accounts for differences in the n-statistic. Only cases with complete data were included to	

					learners (mostly between 12 and 14 years old) from six urban schools, in and around the capital, Windhoek. All schools were from previously disadvantaged communities in the Khomasdal and Katutura neighbourhoods and, according to school principals, the majority of learners came from average to below-average income groups. Of the participants, 54% were female and 46% male. The learners were representative of 12 language groups. The majority spoke English as second or third	March 2016. The SAT was administered first, followed by the MRQ and the RAI, after a short break. With these questionnaires and tests, the reading motivation, reading activity, as well as reading achievement of learners, were established. All data were entered into a data base and SPSS 24 was used for all statistical procedures.	calculate the mean MRQ and RAI scores.	

					language, and all of them studied English as first or second language at school from Grade 1, together with their home language or another local language. All of these learners received their instruction through the medium of English for more than three years. Similar to the Namibian demographics, participants from the Oshiwambo language group comprised the majority. The participants could be regarded as relatively good readers, with an above basic mean score of			

					63.6% for Reading Achievement (as measured with the SAT).			
24	Funda ÖLMEZ Hacettepe; Procedia Social and Behavioural Science; 2015	An Investigation into the Relationship Between L2 Reading Motivation and Reading Achievement	Turkey	The data regarding the participants' L2 reading motivation levels were gathered through the Foreign Language Reading Attitudes and Motivation Scale (FLRAMS) developed by Erten et al. (2010).A reading comprehension test was administered to measure the participants' reading achievement. The test involved a reading text	The present study was conducted at a major state university in Turkey. A total of 114 freshman students enrolled in the department of English language teaching (ELT) took part in the study. Due to female dominance of the department, 82% of the participants (n = 94) were female, and 18% (n = 20) were male. Participants were assumed to have a similar level of proficiency in English as they	Data were collected from 1st year ELT students in 2014-2015 academic year. The instruments were administered by a lecturer during class time at Lexical Competence course, in which reading is frequently used as a classroom activity. Initially, the FLRAMS was administered at the beginning of the class, and then the participants took the reading comprehension test. The acquired data were subjected to statistical analysis.	The study did not identify a significant correlation between students' reading motivation scores and reading achievement scores. Since situated reading motivation appeared to be a more probable indicator of reading achievement, a call for further research was made to explore reading achievement in relation to situational interest	**Correlates**- Language of instruction, situational factors **Tools used** : Foreign Language Reading Attitudes and Motivation Scale

				with 13 comprehension questions in TOEFL reading test format.	came from the same year of study at the ELT department. The programme accepts cohorts of students through a centrally administered competitive university entrance exam in which test of English and particularly reading comprehension occupy an important place. Students often come from a very narrow percentile band and are likely to have very similar language proficiency in English.	Participants' motivational orientations for reading in English were examined by means of descriptive statistics. Due to normal distribution of data, a Pearson correlation coefficient test was performed to measure the possible relationship between L2 reading motivation and reading achievement.		

25	Jessie De Naeghel, Hilde Van Keer, Maarten Vansteenkiste, and Yves Rosseel; Journal of Educational Psychology; 2012	The Relation Between Elementary Students' Recreational and Academic Reading Motivation, Reading Frequency, Engagement, and Comprehension: A Self-Determination Theory Perspective	Belgium	SRQ-Reading Motivation. Based on the SDT (Ryan & Deci, 2000), the SRQ-Reading Motivation questionnaire was developed to capture two autonomous types of reading motivation, intrinsic regulation (e.g., "I read because I enjoy reading") and identified regulation (e.g., "I read because I think reading is meaningful"), and two controlled types of reading motivation, introjected (e.g., "I read because I will feel guilty if I don't do it") and external regulation (e.g., "I read because	In the present study, 1,260 fifth-grade students from 45 middle-class, average-achieving elementary schools throughout Flanders (Belgium) participated. Participants consisted of 50.5% girls and 49.5% boys. Children were on average 10.46 years old (SD 0.63). The majority of the students were native Dutch speakers, which is the language of instruction in Flanders. Only an average of 10.14% (SD 14.10) of the students in each school spoke a minority language	Arabic, or other). Prior to the study a passive informed consent was provided to the students' parents, giving them an opportunity to refuse their child's participation. Questionnaires and standardized reading comprehension tests were administered by a trained team of three researchers during regular class periods. Instructions and practice items were provided prior to the actual questionnaire and reading comprehension test. Registration periods were scheduled in three non-successive periods (before and after the morning	results confirm the independent contribution of recreational autonomous reading motivation and reading self-concept to reading behavior and performance. No significant indirect relationship between reading motivation and reading comprehension through reading frequency or reading engagement was found.	**Correlates**- Reading self-concept, nature of reading task **Tools used**- SRQ Reading Motivation Questionnaire, Motivation for Reading Questionnaire

				others oblige me to doTo validate the SRQ-Reading Motivation, students completed eight (of the 11) subscales of the MRQ so"). The original item pool of 24 items was constructed inspired by previous SDT-based studies. Students' perceptions of their own reading competencies were measured by means of the reading 1010 DE NAEGHEL, VAN KEER, VANSTEENKISTE, AND ROSSEEL self-concept subscale of the PIRLS student questionnaire	(Turkish, Moroccan, Arabic, or other).	break and after lunch) to optimize students' concentration and to avoid cognitive overload.		

				(Martin et al., 2007),				
26	Sarah P. McGeown Cara Osborne, Amy Warhurst and Roger Norgate Lynne G. Duncan; Journal of Research in Reading; 2015	Understanding children's reading activities: Reading motivation, skill and child characteristics as predictors	Dublin	Reading Activity Questionnaire. The reading activity questionnaire (RAQ) was developed to examine frequency of reading of the following texts: fiction/storybook, factual/information book, school textbook, magazines, comics, on-line searching/web browsing, text messages, emails, social networking site (e.g., Facebook) and Twitter. Motivation for Reading Questionnaire – Revised. The Motivation for Reading	In total, 791 pupils from 11 primary schools across England participated in the study. These pupils were in Year 4 (n = 263, 48% boys, average age 8 years and 10 months, 0.31 SD), Year 5 (n = 241, 48% boys, average age 9 years and 10 months, 0.31 SD) or Year 6 (n = 287, 46% boys, average age 10 years and 10 months, 0.32 SD).	Pupils completed the RAQ, followed by the MRQ-R and then the Group Reading Test II. This took approximately 1 hour. The RAQ and MRQ-R were read out to the pupils to ensure that level of reading skill would not influence completion of the questionnaire.	. There was considerable variation in the factors predicting engagement in different reading activities. Although intrinsic reading motivation was a good predictor of recreational book reading, age was a stronger predictor of engagement with digital texts. Furthermore, specific dimensions of motivation predicted engagement in different reading activities; being motivated to read challenging texts predicted recreational book reading, whereas being motivated to achieve good grades predicted schoolbook reading.	**Correlates**- a range of child characteristics (sex, age, socioeconomic status, reading skill) predicted engagement (i.e., time spent) in different reading activities **Tools Used**- Motivation for Reading Questionnaire

				Questionnaire – Revised (MRQ-R) measures children's intrinsic and extrinsic reading motivation Each child completed a group administered test of reading comprehension (Group Reading Test II, Macmillan Test Unit, 2000).			On the other hand, social reasons predicted engagement with magazines and comics.	
27	BARBARA A. MARINAK; Literacy Research and Instruction; 2010	Reading Motivation: Exploring the Elementary Gender Gap	USA	Motivation to read questionnaire	The participants in the study were the 288 third-grade average readers (145 girls and 143 boys) from three elementary schools in a large suburban school district serving 12,000 students.	Descriptive statistics and the independent samples tests were generated for the MRP total scores and subscale scores. The data were analyzed using an electronic statistical package for which p values are generated. The alpha level was set at .05 for all statistical	The results suggest that third-grade boys and girls who are average readers are equally self-confident about their reading ability; however, boys value reading less than girls. This finding sheds new light on the complexities of motivation and gender differences	**Correlates**- Gender **Tools Used**- Motivation for Reading Questionnaire

						significance tests. Effect sizes were calculated as .20–.40 (low), .50–.70 (moderate), and .80 or above (large) (Cohen, 1988). Effect size was computed using the difference of the adjusted means (between girls and boys) on MRP scores divided by the pooled standard deviation (AERA, 2006; Olejnik & Algina, 2000; Thompson, 1996).		
28	Inouk E. Boermaab , Suzanne E. Mola & Jelle Jolles; Reading Psychology; 2015	Teacher Perceptions Affect Boys' and Girls' Reading	Netherlands	The researchers used the group-administered Reading Survey from the Motivation to Read Profile (MRP; Gambrell et al., 1996) The Elementary Reading Attitude Survey (ERAS; McKenna	n this study, 160 Dutch elementary school children (56.9% girls) participated. Among these, there were 46 fifth graders (28.7%) and 114 sixth graders (71.3%). The data were collected at six	In each classroom, all children received a booklet with the questionnaires. Each question was read aloud by the trainee teachers to make sure that poor readers would also be able to understand. The ERAS was	Results showed that for boys, teacher expectations had no influence on the three constructs of reading motivation measured, whereas for girls, teacher expectations did predict reading self-concept and value of reading. The results provide evidence	**Correlates**- Gender, Teacher Perceptions **Tools Used**- Motivation to Read Profile

		Motivation Differently		& Kear, 1990) was used to determine children's reading attitude.Childre n's daily teachers estimated the reading comprehension level of the children in their classroom.	mainstream elementary schools in the Amsterdam area, the Netherlands.	administered first to the children, and the full MRP one week later. Since there were children from the fifth and sixth grade participating in the study, we used an independent samples t-test to determine possible grade differences on reading self-concept, value of reading, reading attitude, and teacher-perceived reading comprehension.	that the relationship between motivational factors and teacher perceptions is different for boys and girls.	
29	Tiansheng Xia,Honglei Gu,* and Weirong Li; Frontiers in Psychology; 2019	Effect of Parents' Encourage ment on Reading Motivation: The	China	The participants completed the Parents' Encouragement of Extracurricular Reading Questionnaire, Reading Self-Concept Scale, and Pupil Reading	Two hundred and fifty-four students (M_{age} = 11.35 years, SD_{age} = 0.88) participated in the present study, who were from two primary schools in Zhengzhou, a city located in	The assessments were individually administered within a 2-week period in the second month of the academic year, by trained graduate students in a quiet room at the school. Considerable time was taken with	Path analysis revealed that parents' encouragement was associated with children's reading motivation both directly and indirectly via reading self-concept, and the effect of parents' encouragement on	**Correlates**- Reading self-efficacy, parent's encouragement, gender **Tools Used**- Pupil Reading Motivation Scale

		Mediating Effect of Reading Self-Concept and the Moderating Effect of Gender		Motivation Scale	central China. Among the sample, 18.1% were from Grade 4, 28.0% were from Grade 5, and 53.9% were from Grade 6. Furthermore, 49.2% of these participants were female, and 72.0% had one or more siblings. The majority of participants reported their place of residence as urban (83.9%).	these measures to ensure that the response requirements were fully understood and total administration time was around 15 minutes. In order to minimize answering bias (e.g., acquiescence, social desirability), the items of PRMS and RSCS in this study were presented in a randomized order. In addition, we set up a filler item (i.e., I never lie.). If participants answered "strongly agree", it would be treated as invalid response.	children's motivation was more positive for boys than girls, while the effect of reading self-concept on children's motivation was more positive for girls than boys.	
30	LOURDES MATA; Reading Psychology; 2011	MOTIVATION FOR READING AND	Portugal	o set their scale—the Motivation for Reading and Writing Profile (MRWP)—we used Scher and	Research was undertaken in 32 kindergartens in the Lisbon area. The parents of all of the	All children for whom parents' permission was granted were interviewed. Interviews took about 15 minutes	A factor analysis validated the conceptual motivational constructs. Findings indicate that kindergarten	**Correlates**- Enjoyment, value for reading, reading self efficacy **Tools used**- Scher and Baker's motivation for reading scale

		WRITING IN KINDERGARTEN CHILDREN		Baker's (1997) Motivation for Reading Scale (MRS) for first- and second-grade children as a reference.	children participating were contacted and written permission was sought from them to participate in the study. Permission was granted by 451 parents and these comprised the core of the research sample. All children were in the final year of kindergarten and were expected to pass into the first grade at the beginning of the next school year. Their ages 5 years 4 months to 6 years 5 months, with an average of 5 years 10 months. Boys accounted for 50.7% and 49.3% were	each and were conducted by the author and a trained research assistant, using two stuffed animals. Responses were recorded by the interviewer on a 4-point scale as described previously. The instrument was administered aloud and individually during the last 3 months of the school year in a quiet room, away from the classroom.	children have high motivation for both reading and writing, although scores for writing motivation were not as high as those for reading. Among the group studied, boys' and girls' motivational profiles are not markedly differentiated.	

					girls.ranged from			
31	Ai MiyamotoKou MurayamaClemens M. Lechner; Contemporary educational psychology; 2020	The developmental trajectory of intrinsic reading motivation: Measurement invariance, group variations, and implications for reading proficiency	Germany	NEPS administered standardized reading proficiency tests in Grades 5, 7, and 9. This reading proficiency test was developed by experts in the NEPS based on various text comprehension theories.	The researchers used the data from the German National Educational Panel Study (NEPS), Starting Cohort 3 (SC3). NEPS is a framework with a multi-cohort longitudinal design to investigate educational developments and outcomes through a life course.	Using large-scale panel data on secondary school students in Germany, we examined: (1) the longitudinal measurement invariance of intrinsic reading motivation, (2) the generalizability of the developmental trajectory of intrinsic reading motivation across students' gender, parental socioeconomic status (SES), and school tracks (academic vs. vocational), and (3) the associations between the developmental trajectory of intrinsic reading motivation and the developmental trajectory of	Our analyses of latent growth curve models also confirm previous findings that students tend to experience a steady and significant linear decline in intrinsic reading motivation from Grades 5 to 10. This developmental decline also seems to be more pronounced in size ($\Delta = -0.772$, $p < .001$) than previously reported. The developmental decline in intrinsic reading motivation was observed irrespective of students' gender, parental SES, and school tracks. Male students expressed lower mean-levels of intrinsic reading motivation across the waves and exhibited a steeper	**Correlates**- Gender, Reading Proficiency, Grade **Tools Used**- Data from National Education Panel Study

						reading proficiency.	motivational decline compared to female students. Despite mean-level differences across the waves, students showed similar degrees of a motivational decline across parental SES and school tracks. Finally, the larger decline in students' intrinsic reading motivation was associated with the smaller growth of their reading proficiency from Grades 5 to 10.	
32	COR AARNOUTSE & GONNY SCHELLINGS; Educational Studies; 2003	Learning Reading Strategies by Triggering Reading Motivation	Netherlands	During pretest, the following measurement instruments were administered: the One Minute Test (Ee´n-Minuut-Test) (Brus & Voeten, 1973); the Vocabulary Test for grade three	The 10 schools participating in the present study could be considered representative with an average pupil weight of 1.15 and 10% minority children. The schools came from four provinces in the	A pretest-posttest control group design was followed. The pupils in the experimental group were taught according to the experimental programme and the pupils in the control group according to the	The results showed the experimental group to outperform the control group with regard to knowledge of reading strategies (Reading Comprehension Questionnaire) and the use of such strategies (Reading Strategy Test). A	**Correlates**- Reading Comprehension, use of reading strategies **Tools Used**- This scale is a combination of self-formulated questions such as 'Do you like to discover all kinds of things out of books?', the Reading Attitude Scale from Aarnoutse (1990) and the Reading Attitude Scale from Bisschop, Aarnoutse & Feenstra (1985).

				(Woordenschattest) (Aarnoutse, 1996a); the Reading Comprehension Test for grade three (Begrijpend Leestest) (Aarnoutse, 1996b); the Reading Comprehension Questionnaire (Vragenlijst: Begrijpend Lezen en Test: Zoek de fouten) (Gruwel & Aarnoutse, 1995); a self-developed Reading Strategy Test; and a self-constructed Reading Motivation Scale	southeast of The Netherlands.The experimental group consisted of six third-grade classes (N 155 pupils) with seven teachers.The control group consisted of seven third-grade classes (N 172 pupils) with seven teachers	usual reading comprehension programme 'Who reads this'	significant difference in favour of the experimental group was also found for the Reading Motivation Scale. An effect on the standardized Reading Comprehension Test was not found.	
33	KELLY B. CARTWRIGHT, TIMOTHY R. MARSHALL,	A LONGITUDI	Virginia, USA	WOODCOCK READING MASTERY TESTS-	Participants included 68 first and second graders in an	Procedures were approved by the university and school district	Assessment of reading motivation in 68 first and second graders	**Correlates**- Reading Comprehension **Tools Used**- Early Reading Motivation Assessment

	and ERICA WRAY; Reading Psychology; 2015	NAL STUDY OF THE ROLE OF READING MOTIVATION IN PRIMARY STUDENTS' READING COMPREHENSION: IMPLICATIONS FOR A LESS SIMPLE VIEW OF READING		REVISED,KAUFMAN BRIEF INTELLIGENCE TEST, VERBAL SUBSCALE,GRAPHOPHONOLOGICAL-SEMANTIC COGNITIVE FLEXIBILITY TASK, EARLY READING MOTIVATION ASSESSMENT (ERMA	urban, Mid-Atlantic public school district (33 first graders, 35 second graders).Ages ranged from 6 years, 2 months to 9 years, 5 months (M = 7 years, 9 months); 29 were boys, 39 were girls.	Institutional Review Boards. Students were tested individually at a quiet location in their elementary school as part of a larger study, the Family Reading Project, which explored relations of cognitive, family, and parent variables to students' reading skills and motivation. Assessments of student reading skills, verbal ability, and reading motivation were administered in one session	indicated word and nonword reading were related to perceived competence in reading, whereas reading comprehension was significantly related to subjective value for reading. Motivation contributed significant, unique variance to reading comprehension concurrently and longitudinally (n = 31), beyond decoding ability, verbal ability, and reading-specific executive function.	
34	Karin Hebbecker, Natalie Förster & Elmar	Reciprocal Effects between	Germany	They applied an adapted version of the standardized Hamburger reading test	We used a subset of data from an intervention study that investigated effects of	To investigate the reciprocal effects of reading achievement and intrinsic and extrinsic reading	cross-lagged panel analyses revealed positive reciprocal effects between reading achievement and intrinsic reading	**Correlates**- Reading achievement **Tools used**- Questionnaire of Habitual Reading Motivation

	Souvignier; Scientific Studies of reading; 2019	Reading Achievement and Intrinsic and Extrinsic Reading Motivation		(HAMLET 3–4; Lehmann, Peek, & Poerschke, 2006) to assess reading comprehension. At all points of measurement, reading motivation was assessed with the Questionnaire of Habitual Reading Motivation (Möller & Bonerad, 2007), which is based on the Motivation for Reading Questionnaire (Wigfield & Guthrie, 1997). They used the scale called Reading Enjoyment, with five items (e.g., "I like reading at home") to assess intrinsic	assessment-based differentiated reading instruction in four groups with a pretest–posttest–follow-up test design (Kawohl, 2015).1 The original sample consisted of 2,498 third and fourth graders from 110 classrooms and 27 schools. Given that follow-up test data were available only for students who were in third grade at the beginning of the study and whose teachers agreed to participate in the study during fourth grade, the sample size reduced to 968 students	motivation, they used structural equation modeling (Mplus 7.1; Muthén & Muthén, 2010). Following the guidelines by Marsh, Byrne, and Yeung (1999) for the evaluation of causal ordering in reciprocal effects, they estimated an autoregressive model.	motivation. Effects of reading achievement on intrinsic reading motivation were found during Grades 3 and 4, whereas effects of intrinsic motivation were limited to Grade 3. No reciprocal effects between reading achievement and extrinsic reading motivation were found.	

				reading motivation				
35	Margaret Troyer, · James S. Kim· Elizabeth Hale · Kristia A. Wantchekon ·Catherine Armstrong; Reading & Writing; 2018	Relations among intrinsic and extrinsic reading motivation, reading amount, and comprehension: a conceptual replication	USA	Students' spring (pretest) reading comprehension scores on the spring 2014 North Carolina End of Grade standardized test (EOG) were used to represent prior reading comprehension. The EOG is a silent reading comprehension test that assesses both literal and inferential comprehension of narrative and expository texts. The test included 52 multiple-choice items that are scaled based on a 3-parameter IRT	Students (n=4529) in 59 elementary schools in North Carolina participated; these students were in third and fourth grade in spring 2014, and in fourth and ffth grade in fall 2014..	The ITBS and the reading motivation and amount surveys were group-administered to all participating students during September 2014. Students completed the EoG during three 60-min blocks of time during their regularly scheduled testing period in the spring of 2014; scores were provided to the researchers by the districts. The subsample of students who were interviewed were randomly selected from eleven schools in one district. Students were stratifed by school, and eight students were	Consistent with prior research, several control variables, including children's prior reading comprehension ability, gender, and socioeconomic status, directly contributed to later reading comprehension. Results also replicated positive associations between intrinsic reading motivation, reading amount and reading comprehension, and negative associations between extrinsic reading motivation, reading amount and reading comprehension. Using structural equation models, our analyses found no evidence that the relationship between	**Correlates**- Reading Comprehension, reading amount, quality of text, gender, socio-economic status **Tools Used**- Motivation to read Questionnaire

				(itemresponse theory) model. Reported KR-20 reliabilities ranged from 0.88 to 0.92 (North Carolina Department of Public Instruction, 2014). Students' fall (post-test) reading comprehension was measured using the Iowa Test of Basic Skills (ITBS), a 38-item standardized test of reading achievement. Reading Motivation was measured using MRQ		selected from each school. Students were interviewed during the regular school day, in a quiet room in their school buildings, by trained interviewers, during September and October 2014. Each interview lasted approximately 20 min	children's intrinsic and extrinsic reading motivation and later reading comprehension was either partially or fully mediated by reading amount. This suggests that it is critical to attend to context-specifc determinants of motivation and reading amount, including students' background characteristics and quality of texts read.	
36	Wendy Castillo; Scholarly Commons; 2018	Measurement And Implications Of	USA	Kindergarten Reading Motivation Scale (KRMS); Kaufman test of educational achievement;	This study collected multiple forms of data. Students complete the KRMS, three reading sections	Part one analyzes two large datasets to calculate self-reported reading motivation levels by student subgroup, and	Descriptive findings show average reading motivation levels are high among all children including children from in different	**Correlates**- Reading Achievement, gender, ethnic background **Tools Used**- Kindergarten Reading Motivation Scale

		Reading Motivation For Diverse Subgroups Of Students		Woodrock Reading Mastery test	of the WRMT, and two math sections of the Kaufmann Test of Educational Achievement, and teachers rated students' reading motivation. Data collection took place at all 12 schools that participated in the Zoology One efficacy evaluation. The schools were located in Northeast Philadelphia, and had a diverse student body.	estimates predictive models to explore reading motivation's relationship to achievement.	racial/ ethnic and gender subgroups. Predictive results show that the SDQ reading sub-scale (third-grade reading motivation) alone explains between three and five percent of the variance in fifth-grade achievement. However, after controlling for student background characteristics, early reading motivation is not a strong predictor of later achievement, but can still enhance a teacher's understanding of how a student feels about and their perceived competence in reading	
37	Tatjana Kanonire , Jelena Lubenko ,	The Effects of Intrinsic	Russia	The International Performance Indicators in Primary Schools	Longitudinal data from 979 students (52% girls) in Russia were used	In the current study, we used text reading comprehension tasks to evaluate	A two-level multilevel mediation analysis showed that intrinsic motivation did not mediate but	**Correlates**- Reading Performance **Tools Used**- Elementary School Motivation Scale

	and Yulia Kuzmina; Journal of Research in Childhood Education	and Extrinsic Reading Motivation on Reading Performanc e in Elementary School		(iPIPS) was used to evaluate early reading skills at the beginning of Grade 1. Reading motivation was measured with the Russian version of the Elementary School Motivation Scale (ESMS-R)		reading performance in the middle of elementary school. We also estimated intrinsic and extrinsic reading motivation (external regulation) to evaluate the effect of both types of motivation on reading achievement while controlling for early reading skills.	extrinsic motivation partly mediated the effect of reading skills in Grade 1 on subsequent reading performance.	
38	Pelusa Orellana, Lorraine Jacques, Riitta-Liisa Korkeamäki, Eufimia Tafa & Linda B. Gambrell; International Journal of Early Use Education; 2019	Motivation to read in grades K – 2: a cross-cultural perspective	Chile, Finland, Greece, and the United States	Motivation to read was assessed using the Me and My Reading Profile, a self-reported instrument.	Data were collected from students in Chile, Finland, Greece, and the United States. Participants from Chile included 302 students (K = 98; 1st grade = 84; 2nd grade = 120); participants from Finland included 254 students (K = 77; 1st grade = 91;	Descriptive analyses allowed us to examine the data in general, and to compare it across country in terms of central tendency measures. Analyses of variance were conducted to identify statistically significant differences across countries, grade levels, and gender.	Results revealed that reading motivation is a stable construct in countries like Chile, Finland, Greece, and the United States. Motivation to read followed similar patterns across the countries, with increased scores at the end of the school year. This trend differs from what has been reported in the literature for	**Correlates**- Gender, Cultural Factors, Grade **Tools Used**- Me & My Reading Profile

					2nd grade = 86); participants from Greece included 307 students (K = 100; 1st grade = 103; 2nd grade = 104); and participants from the United States included 701 students (K = 243; 1st grade = 261; 2nd grade = 197). The sample from each country was representative of the countrýs population in terms of demographics such as grade level and socioeconomic status	INTERNATIONAL JOURNAL OF EARLY YEARS EDUCATION 429 Assumptions of normality, homogeneity of variances, and independence were tested for these groups and no difficulties were identified. Specifically, Levene's test indicated equal variances between countries (F(3, 1560) = 1.772, p = .15), suggesting an analysis of variance would still be appropriate given the difference in sample size	older students. Significant gender differences were observed mainly for Finnish and Greek students	
39	Emily Q. Rosenzweig , Allan Wigfield; Contemporary Educational Psychology; 2016	What if reading is easy but unimportant? How	USA	Students' motivation was assessed in April, 2010, using the Motivation for Reading Information Books in School	Participants were 1185 seventh-grade students enrolled in 57 separate language arts classes in one rural school district from a	In this study we used cluster analysis to classify middle school students (n = 1134) based on their patterns of self-efficacy, perceived difficulty, value,	. One cluster included a pattern of high affirming and low undermining motivations, and another included low affirming and high undermining motivations.	**Correlates**- self-efficacy, value for reading, difficulty and type of text **Tools used**- Motivation for reading information books in school questionnaire

		students' patterns of affirming and undermining motivation for reading information texts predict different reading outcomes		questionnaire (MRIB-S; see Wigfield et al., 2012. Students' prior reading achievement was assessed in April, 2009 (one year before the initial motivation measures were collected) with the 2009 Maryland State Assessment (MSA 2009) in reading.	Mid-Atlantic state. Students were 47.1% female,	and devalue for reading school information texts. We then compared how the patterns predicted students' language arts grades, science information text comprehension, and dedication to reading school information texts.	Students with these patterns earned the highest and lowest scores, respectively, on all outcomes. A third pattern showed high self-efficacy/low difficulty with low value/high devalue, and a fourth showed moderate levels of all four motivational constructs. Students with the high efficacy and devalue pattern showed high information text comprehension but relatively low dedication. Students with the moderate pattern showed high dedication but low initial information text comprehension. Students with these two patterns earned similar grades.	
40	Sabina Rak Neugebauer; Learning & Individual	A daily diary study	USA	The MRQ, a commonly used global measure of reading motivation was	The total sample included 119 fifth graders. Of those recruited (n= 152) for the study,	Data were analyzed using the Multilevel Model for Change framework.	Results indicate that students exhibited large daily intra-individual fluctuations in their	**Correlates**- Individual and contextual factors **Tools Used**- Motivation to Read Questionnaire

	differences; 2013	of reading motivation inside and outside of school: A dynamic approach to motivation to read		included in data collection pre- and post-daily log to determine if student motivation had changed simply by filling out the daily log and to explore issues of convergent validity with the context-specific daily measures. The version of the MRQ used in the present study included items reflecting reading efficacy and intrinsic motivation (i.e., curiosity, involvement, efficacy and challenge subscales	which included all enrolled fifth graders across seven classrooms, 78% participated in the study. The sample of students who participated in the study was 63% Latino, 32% white, 1% African American, and 4% other (Indian and Asian) with 12% of the participating students having individualized education plans for mild learning disabilities and 3% considered beginner or early inter-mediate English learners		levels of reading motivation within and between contexts. The present study supports the design of dynamic assessments of reading motivation and promotes research programs that try to understand the constellation of situational factors that lead to high motivation.	
41	Hasan Kurnaz* TGülsüm Kurnaz	Individual and	Turkey	The study data were collected by the Intrinsic Reading Motivation	Employing the predictive correlational design, the study was carried out	Hierarchical Regression Analysis was conducted.	All the models constructed in the study were significant. All of the variables explained	**Correlates**- Reading Engagement, Family Demographic characteristics, school environment **Tools Used**- Intrinsic reading motivation scale

	International Journal of Educational Methodology; 2021	Socioeconomic Variables as Predictors of Middle School Students' Intrinsic Reading Motivations		Scale and the Personal Information Form	with 459 students attending six different public schools in the city of Sanliurfa. The participants were determined by stratified purposeful sampling method.		the intrinsic reading motivation with a 22% variance explanation percentage. As a result, it can be said that the change observed in intrinsic reading motivation variance mostly stemmed from reading engagement (ΔR2=.12), family (ΔR2=.07), demographic characteristics (ΔR2=.03), and school (ΔR2=.01), respectively.	
42	L. Pascoea,b,∗ , M. Spencer-Smitha , R. Gialloc , M.L. Sealb,d , N. Georgiou-Karistianisa , C. Nosartie , E.K. Josevb , G. Robertsb,d,f , L.W.	Intrinsic motivation and academic performance in school-age children	Australia	The Intrinsic Motivational Scale (IMS) was individually administered by the researcher to children to evaluate intrinsic motivation towards learning and	Participants were born extremely preterm (EP; < 28 weeks' gestational age (GA)) or extremely low birth weight (ELBW; < 1000 g) in the state of Victoria, Australia in 2005, and enrolled in a	Children were assessed at 7–years of age, corrected for prematurity (Wilson-Ching, Pascoe, Doyle, & Anderson, 2014) by psychologists or supervised psychology graduate students. Assessments included measures	Structural equation modeling revealed verbal short-term memory to mediate associations between aspects of intrinsic motivation and literacy performance. Positive associations between mastery and verbal short-term memory,	**Correlates**- Working memory, academic achievement **Tools Used**- Intrinsic Motivational Scale

	Doyleb,d,f,g , D.K. Thompsonb,d ,h , P.J. Anderson; Journal of learning and individual differences; 2018	born extremely preterm: The contributio n of working memory		academic achievement	randomized controlled trial of a cognitive training intervention (Pascoe et al., 2013). The current study is focused on data collected at the baseline assessment before randomization into the trial. Briefly, 151 of 172 children were eligible for trial entry and 91 consented to participate (60%). Exclusion criteria of the randomized controlled trial included (1) severe intellectual, sensory or physical impairment, and (2) families considered	of working memory and academic achievement, and child selfreported intrinsic motivation. Family demographic and social information was collected	reading and spelling, and a positive association between challenge and mathematics performance were also identified. These findings highlight potential pathways linking intrinsic motivation for school learning, working memory, and academic achievement in early school-age children at risk of academic impairments.	

					unable to comply with the working memory training schedule. The study was approved by the Human Research Ethics Committee of the institution. Written consent was obtained from primary caregivers before participation.			
43	Educational & Psychological Measurement ; Douglas G Alexander, Ann W Engin;	Reading Attitudes in Primary Students	USA	The Survey of Reading Attitudes-Primary Level (SRA) was administered to all participants.	The sample included 269 first-grade, 240 second-grade, and 236 third-grade students.	he responses to the 85-item survey were factored separately by grade by using a principal factor method with varimax rotation. Five factor dimensions were obtained which could be equated to dimensions reported in studies with intermediate grade students who responded to an intermediate form of the SRA. These factor	Grade differences in the obtained factor structures may reflect the differentiation of reading attitudes as a result of developmental processes and/or the greater differentiation of reading experiences as the student matures and progresses through school.	**Correlates**- Grade and general differences in reading experiences **Tools Used**- Survey of Reading Attitudes- Primary Level

						dimensions included: Expressed Reading Difficulty, Reading as Direct Reinforcement, Reading Enjoyment, Comics, and Alternative Learning Modes. The Expressed Reading Difficulty and Comics dimensions were obtained for all three grades. Although the Reading as Direct Reinforcement and Reading Enjoyment Dimensions were obtained for both the second- and third-grade samples, these two dimensions merged to form a single dimension for the first-grade sample. The Alternative Learning Modes dimension emerged only for		

						the third-grade sample.		
44	Reading Psychology; Linda Baker & Debora Scher; 2002	BEGINNING READERS' MOTIVATION FOR READING IN RELATION TO PARENTAL BELIEFS AND HOME READING EXPERIENCES	UK	Motivation for Reading Scale	Sixty-five 6-year-olds (first graders) from different sociocultural backgrounds and their mothers participated in the study.	Each child completed an individually administered Motivations for Reading Scale that assessed several theoretical dimensions of reading motivation, including enjoyment/interest in reading, perceived competence as a reader, and sense of the value of reading. Parents were interviewed regarding their beliefs about reasons for reading, their beliefs about their child's interest in learning to read, and their ratings of the frequency of their child's experiences with printed materials.	Results revealed that the beginning readers had generally positive views about reading and that no differences in motivation were associated with income level, ethnicity, or gender. Empirical support was provided for the distinctness of the dimensions of value, enjoyment, and perceived competence. Parental identification of pleasure as a reason for reading predicted children's motivation for reading, as did parents' reports that their child took an active interest in learning to read. Children's motivation for reading was not	**Correlates**- Parental identification of pleasure, parents' reports that their child took an active interest in learning to read. **Tools Used**- Motivation for Reading Scale

							associated with frequency of storybook reading or library visits, but frequent use of basic skills books (ABC books) was negatively associated with motivation.	
45	HM Alkhateeb, EF Abushihab Perceptual & Motor Skills; 2008	Reading Self-Concept and Arab-American Students: A Three-Year Study	USA	A self-report questionnaire, the Reading Self-concept scale of the Self-description Questionnaire, measuring students' perceptions of their reading self-concept was used.	Data were collected over a 3-yr. period from 110 Arab-American students, 38 boys and 72 girls, whose ages ranged between 9 and 12 years (*M* = 10.6 yr., *SD* = 1.1) who were living in the USA and attending a private Arabic/Islamic weekend Sunday school.	The Questionnaire was translated from English to Arabic and administered on the present sample in both languages. Although these students scored high on both versions, analysis showed that they scored significantly higher on the English reading self-concept than the Arabic reading self-concept. The English and Arabic reading self-concepts were highly correlated.	Results were discussed in terms of providing appropriate reading programs for especially the boys, parents' education and expectations, and the Quran.	**Correlates**- Gender, Parental Education **Tools Used**- Reading Self Concept Scale

46	Becker, Michael,McElvany, Nele,Kortenbruck, Marthe; Journal of Educational Psychology; 2010	*Intrinsic and extrinsic reading motivation as predictors of reading literacy: A longitudinal study*	Germany	Me and My Reading Profile	A total of 740 students participated in a longitudinal assessment starting in Grade 3, with further points of measurement in Grades 4 and 6.	Structural equation models with latent variables was followed.	es showed that the relationship between intrinsic reading motivation and later reading literacy was mediated by reading amount but not when previous reading literacy was included in the model. A bidirectional relationship was found between extrinsic reading motivation and reading literacy: Grade 3 reading literacy negatively predicted extrinsic reading motivation in Grade 4, which in turn negatively predicted reading literacy in Grade 6.	**Correlates**- Grade, Reading Literacy **Tools Used**- Me and My Reading Profile
47	Chapman, James W. Tunmer, William E. Prochnow, Jane E.; Journal of	Early reading-related skills and	Africa	SRQ Reading Motivation Questionnaire	Relations between academic self-concept (ASC) and measures of reading-related performance and self-concept were	Data were collected soon after school entry, toward the end of Years 1 and 2, and during the middle of Year 3	Children with negative ASCs performed poorly on reading-related tasks and reported more negative reading self-concepts than did children with	**Correlates**- Academic self- concept, reading self-efficacy Tools Used- SRQ Reading Motivation Questionnaire

	Educational Psychology; 2000	performance, reading self-concept, and the development of academic self-concept: A longitudinal study.			examined in 60 beginning school children who, after 2 years of schooling, were assessed as having positive, negative, or typical ASCs.		positive or typical ASCs. Reading was also highly predictive of negative and positive ASC group membership, but not of typical ASC group membership. Past studies of relations between ASC and achievement involving full-range samples of young children have underestimated the point in time when these factors become causally related to each other.	
48	Ulrich Schiefele,Ellen Schaffner,Jens Möller,Allan Wigfield; Reading research quarterly; 2012	Dimensions of Reading Motivation and Their Relation to Reading Behavior and	Germany	Review of Existing Literature	Research findings of past 20 years was utilized	This review of research examines the constructs of reading motivation and synthesizes research findings of the past 20 years on the relationship between reading motivation and reading behavior (amount, strategies, and	We identify seven genuine dimensions of reading motivation: curiosity, involvement, competition, recognition, grades, compliance, and work avoidance. Evidence for these dimensions comes from both quantitative and	**Correlates**- Curiosity, involvement, competition, grades **Tools Used** – Review of Literature

		Competenc e				preferences), and the relationship between reading motivation and reading competence (reading skills and comprehension). In addition, evidence relating to the causal role of motivational factors and to the role of reading behavior as a mediator of the effects of motivation on reading competence is examined.	qualitative research. Moreover, evidence from previous studies confirms the positive contribution of intrinsic reading motivation, and the relatively small or negative contribution of extrinsic reading motivation, to reading behavior and reading competence. The positive contribution of intrinsic motivation is particularly evident in relation to amount of reading for enjoyment and reading competence and holds even when accounting for relevant control variables. However, the causal role of reading motivation and the mediating role of reading behavior remain largely unresolved issues.	

49	AE Gottfried - Journal of Educational psychology, 1990	Academic intrinsic motivation in young elementary school children	USA	SRQ Reading Motivation Questionnaire		Two studies, 1 longitudinal and 1 cross-sectional was conducted	It was positively related to achievement, IQ, and perception of competence, and inversely related to anxiety. Academic intrinsic motivation at age 9 was significantly predicted by motivation measured 1 and 2 years earlier, above and beyond the contribution of IQ and achievement. Children with higher academic intrinsic motivation at ages 7 and 8 were more likely to show higher motivation at age 9. Whereas young children could reliably distinguish between subject areas of academic intrinsic motivation, only math motivation showed consistently specific	**Correlates**- Achievement, Intelligence, subject **Tools Used**- SRQ Reading Motivation Questionnaire

							relations to other math criteria	
50	Kyung Ja Kim; Reading & Writing; 2011	Reading motivation in two languages: an examination of EFL college students in Korea	Korea	Participants' L1 and L2 reading motivation was measured using a Likert scale questionnaire and their L2 proficiency was estimated by test scores in their reading classes.	259 Korean EFL college students participated in this study	This study was designed to identify underlying factors that motivate language learners to read in a foreign language (L2) context. It also examined the relationships between L1 and L2 reading motivation and any differences in reading motivation based on the learners' academic majors and L2 reading proficiency.	This study yielded a four-factor solution for L2 reading motivation: *learning goal-oriented motivation, intrinsic motivation, avoidance of reading,* and *utility value of L2 reading.* The results indicated that *learning goal-oriented motivation* and *utility value of L2 reading* were the two primary indicators for the participants' desire to read in English.	**Correlates**- Medium of Instruction, Value for Reading, learning goal orientation **Tools Used**- Likert Scale Questionnaire
51	D Dutta Roy; 2003	A STUDY ON PREFERENCES TO DIFFERENT READING	India	Reading & Writing Motivation Questionnaire	Data was collected from scheduled tribe students of Tripura (N=275) and Manipur (N=284) living in different hill districts	The current study aimed at two objectives – (a) to examine pattern of relative preferences to Reading and Writing motives of students in primary education across	Results revealed significant mean differences in reading and writing motive preferences across communities, between states, genders and between grades. Besides, interaction	**Correlates-** Age, Gender, Situational factors **Tools Used**- Reading & Writing Motivation Questionnaire

		AND WRITING MOTIVES OF TRIBAL CHILDREN IN PRIMARY EDUCATIO N OF TRIPURA AND MANIPUR				different tribal communities of Tripura and Manipur, (b) to explore effect of some situational variables and student characteristics on changes in relative preferences to reading and writing motives of students in primary education across different tribal communities of Tripura and Manipur	effects of those independent variables on dependent variables were found. Significant relationships of reading and writing motive preferences with age and situational variables across communities were found.	