

THE INFLUENCE OF EXTRINSIC MOTIVATIONAL FACTORS ON UPPER  
ELEMENTARY STUDENTS IN READING

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someone to encourage and believe in them.

## ABSTRACT

### THE INFLUENCE OF EXTRINSIC MOTIVATIONAL FACTORS ON UPPER ELEMENTARY STUDENTS IN READING

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The purpose of this study was to examine the influence of extrinsic motivational factors on upper elementary students who are reading at least two grade levels below their current grade. Research was conducted using a mixed methods approach to examine the perceptions of 3<sup>rd</sup>, 4<sup>th</sup>, and 5<sup>th</sup> grade students who have difficulty in reading. A purposeful sample of these students, from four elementary schools located in a large suburban school district in Southeastern Texas participated in both a questionnaire and face-to-face interviews. Overall, students in grades 3<sup>rd</sup>, 4<sup>th</sup>, and 5<sup>th</sup> felt that extrinsic factors did have an impact on their motivation to read. Students demonstrated agreement across grade levels that recognition had the most influence on their motivation to read. Students at all campuses agreed that at least one extrinsic motivational factor, if not all, had some degree of influence on their motivation to read. Qualitative themes that surfaced from various grade levels included recognition, competition, compliance, and grades; however, qualitative data did not contain any mention of social factors.

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## CHAPTER I: INTRODUCTION

For Americans, learning to read is perhaps one of the most important skills in life and the early elementary school years are a crucial time for the development of reading skills (Schiefele, Stutz, & Schaffner, 2016). Reading performance during early elementary years is a predictor of reading performance in the future (Schiefele, Stutz, & Schaffner, 2016). As children enter 3<sup>rd</sup> grade and are expected to read a variety of genres and gain knowledge and experience through the text, some students struggle (Kerns & Bryan, 2018). Deficits in reading ability are prerequisites to learning difficulties in other areas and consequences compound (Kerns & Bryan, 2018). When reading becomes a heavily labored chore in which they must be motivated to engage, students develop many avoidance techniques (Vaknin-Nusbaum, Nevo, Brande, & Gambrell, 2018). As a result, they experience a decline in motivation to read (Pondiscio, 2015). Previous studies have attempted to identify students' motivation to read (Wigfield, Mason-Singh, N-Ho, & Guthrie, 2014; Watkins & Coffey, 2004; Proctor, Daley, Louick, Leider, & Gardner, 2014). In particular, there is evidence of a positive association between intrinsic reading motivation and reading comprehension; while there has not been a relation of extrinsic reading motivation to reading comprehension performance (Andreassen & Bråten, 2010; Wang & Guthrie, 2004; Schiefele, Schaffner, Möller, & Wigfield, 2012).

Reading motivation is a considerable correlate to reading comprehension in the later years of elementary school (Ng, 2018). One basic reason for motivating students to read is the simple fact that the more they read, the better reader they become (Paige, 2011). As the rigor increases in reading, extrinsic motivation becomes vital to striving readers' success (Paige, 2011). Intrinsic motivation alone is not sufficient for striving

readers (Paige, 2011). This study examined the influence of extrinsic motivational factors for upper elementary students in reading.

### **Research Problem**

Lack of proficient literacy and early learning skills has far-reaching consequences for students and society (The Children's Reading Foundation, 2019). Students who start kindergarten behind form the largest group of dropouts, and they have less than a 12 percent chance of attending a four-year university (The Children's Reading Foundation, 2019). The ability to read represents an important prerequisite for all learning, and influences other skills, such as thinking, memory, employment, and socialization with others (Stutz, Schaffner, & Schiefele, 2016). A detrimental motivational pattern with respect to reading is likely to result in poor reading skills (Schiefele, Stutz, & Schaffner, 2016). Researchers focusing on the development of reading motivation in particular have generally concluded that reading motivation decreases as each grade level increases (Wigfield, Gladstone, & Turci, 2016). Intrinsic motivation is a strong factor in performance, persistence, and productivity for adults in the working world (Grant, 2008) and is a contributor to happiness for adults and children (Froiland, Smith, & Peterson, 2012), making it vital for children's success and life satisfaction after school.

Many researchers attribute the decline in student intrinsic motivation to be directly related to students' reading ability (Kerns & Bryan, 2018; Proctor, Daley, Louick, Leider, & Gardner, 2014; Sweigart, Collins, Evanovich, & Cook, 2016; Wigfield, Gladstone, & Turci, 2016). Statistics on reading motivation are especially alarming (Kerns & Bryan, 2018). According to the National Assessment of Educational Progress (NAEP) (U.S. Department of Education, 2015), 64% of children do not read frequently for enjoyment. The general lack of intrinsic motivation to read is in accordance with the finding that the United States (U.S.) is ranked number 33 out of 35

countries as a nation, on a survey of reading motivation (U.S. Department of Education, 2015). Therefore, American educators need to start placing more importance on fostering intrinsic motivation to read by increasing the use of extrinsic motivational factors that influence upper elementary students in reading (Kerns & Bryan, 2018). Some solutions include providing extrinsic motivators that are effective for fostering intrinsic motivation (Kerns & Bryan, 2018). An extrinsically motivated behavior can be converted into an intrinsic one through the promotion of autonomous regulations (Hariri-Akbari, Shokrvash, et.al, 2018).

Reading motivation and reading comprehension have a close correlation to each other as demonstrated in multiple studies (Liu & Hou, 2018; Louick, Leider, Daley, Proctor, & Gardner, 2016; Miyamoto, Pfof, & Artelt, 2017; Nonte, Hartwich, & Willems, 2018; Proctor, Daley, Louick, Leider, & Gardner, 2014). While the majority of previous studies on motivation are older than five years, studies such as Alizadeh (2016), Hairi-Akabari, et al. (2018) and Pourhosein, Gilakjani and Sabouri (2016), propose that positive motivational conditions can increase reading comprehension; however, there is a need for more investigation to examine which factors of extrinsic motivation have the most influence.

### **Significance of the Study**

Examining the influence of extrinsic motivational factors for upper elementary school students who are reading at least two grade levels below their current grade could be beneficial for all teachers, regardless of the subject they teach. The decline in students' intrinsic motivation and the influence this has on reading has been reported in studies such as Kerns and Bryan (2018) and Hairi-Akabari, et al. (2018). As teachers select and plan classroom management and implement instructional strategies, the results of this study could provide assistance and focus. Becoming more aware of extrinsic motivational

factors that students themselves consider effective in motivating them to read could save time in trial and error for teachers. Recent legislation in the U.S. has intensified public attention to teacher preparation in reading, evidence-based reading instruction, and student academic performance as measured by adequate yearly progress (U.S. Department of Education, 2016). Although 80% of professional development focuses on state or district curriculum and performance standards, one in six students are still not reading proficiently in third grade and are reported to eventually drop out or fail to graduate on time from high school (Kerns & Bryan, 2018). Perhaps, it is the result of a lack of effective extrinsic motivation (Nonte, Hartwich, & Willems, 2018). Some students are self-motivated possessing a natural love for learning (Daniel & Cooc, 2018). Even with the students who do not have this natural drive, a great teacher can provide sufficient extrinsic motivational factors to influence students to reach their full potential (Nonte, Hartwich, & Willems, 2018).

Even though motivation has been researched in the past, the focus has not been on the role extrinsic motivation plays in its influence on reading, reading development, nor reading achievement. In addition, very little research exists involving the perceptions of students. Past research has demonstrated that intrinsic reading motivation is consistently positive (Becker, McElvany, & Kortenbruck, 2010; McGeown, Norgate, & Warhurst, 2012; Wang & Guthrie, 2004); however, studies examining extrinsic reading motivation often report conflicting results (Petscher, 2009; Pearsson, Ferdig, Blowmeyer, & Moran, 2005). Motivation through technology has been studied (Pearson, Ferdig, Blomeyer, & Moran, 2005) as well as the attitudes students have towards reading (Petscher, 2009); however, most research is older than five years and specific extrinsic motivational factors for upper elementary students who are striving readers have not been examined.

## **Research Purpose and Questions**

The purpose of this study was to examine the influence of extrinsic motivational factors on upper elementary students who are reading at least two grade levels below their current grade. The research questions to be addressed are:

1. What extrinsic motivational factors influence 3<sup>rd</sup> grade students in reading?
2. What extrinsic motivational factors influence 4<sup>th</sup> grade students in reading?
3. What extrinsic motivational factors influence 5<sup>th</sup> grade students in reading?
4. Which extrinsic motivational factor has the most influence on upper elementary students' motivation to read?
5. How do extrinsic motivational factors influence 3<sup>rd</sup> grade students in reading?
6. How do extrinsic motivational factors influence 4<sup>th</sup> grade students in reading?
7. How do extrinsic motivational factors influence 5<sup>th</sup> grade students in reading?

## **Definitions of Key Terms**

*Competition in Reading:* The desire to outperform others in reading (Wigfield & Guthrie, 1997).

*Compliance in Reading:* Reading because someone tells you to do so (Wigfield & Guthrie, 1997).

*Developmental Reading Assessment (DRA):* Individually conducted assessment of a child's reading capabilities. It is a tool for educators to help identify a student's reading level, accuracy, fluency, and comprehension (Beavers & Carter, 2006).

*Extrinsic Motivation:* The personal motivation that is propelled by external factors such as social or outside factors (Deci, Vallerand, Pelletier, & Ryan, 1991; Ryan & Deci, 2000).

*Independent Reading Level:* The highest level at which a student can read and comprehend on his own without assistance and with very few errors (Guthrie, Wigfield,

Metsala, & Cox, 1999).

*Intrinsic Motivation:* The involvement, curiosity, interest, choice, and seeing the value of a task without any prompting from any external entity (Wigfield & Guthrie, 1997).

*Reading Achievement:* Refers to a student's ability to understand what they read and correctly answer questions about the vocabulary and content of what they read (Guthrie et al., 2012).

*Reading Engagement:* Application of reading strategies for comprehension and conceptual knowledge, are motivated to learn and achieve, and who are part of a supportive literate community (Guthrie & Wigfield, 2000). The integration between motivation, cognition, and social contributions.

*Reading for Grades:* Desire to be favorably evaluated by the teacher (Wigfield & Guthrie, 1997).

*Reading Motivation:* A multi-faceted construct including interests, perceived control, collaboration, involvement, and efficacy (Alhamdu, 2016).

*Recognition for Reading:* Gratification from receiving a tangible form of recognition for success (Wigfield & Guthrie, 1997).

*Social Reasons for Reading:* Process of sharing readings with family and friends (Wigfield & Guthrie, 1997).

*Striving readers:* Also called "struggling readers"; students that often have "lower-than-average vocabularies, which can often be attributable to language problems and limited exposure to print, resulting in a lack of opportunity for them to 'catch up' in their reading abilities" (Rupley & Nichols, 2005) (p. 241).

### **Conclusion**

The purpose of this study was to examine the influence of extrinsic motivational factors in reading on upper elementary students who are reading at least two grade levels

below their current grade. This chapter provided the research problem, significance of the study, research purpose and questions, and definitions of key terms. In Chapter II, the researcher will present an examination of current literature that will encapsulate this study.

## CHAPTER II:

### REVIEW OF LITERATURE

This chapter examined the current literature as related to extrinsic motivational factors and their influence on reading. The purpose of this study was to examine the influence of extrinsic motivational factors on upper elementary students in reading who are reading at least two grade levels below their current grade. The outcome of this study will also result in providing implications for reading instruction and teachers as motivators for the striving reader. To address these areas, this literature review focuses on: (a) Student perceptions on motivation, (b) Influence of motivation on reading achievement, and (c) Extrinsic motivation and the striving reader.

#### **Student Perceptions on Motivation**

In a study by Malloy, Ward Parsons et. al (2017), elementary students from five U. S. states including three schools in the Western region, three schools in the Southern region, and two schools in the Mid-Atlantic region participated in field-testing for *Motivation to Read Fiction* and *Motivation to Read Nonfiction* Profiles. Both of the ten-item instruments were designed based on the *Motivation to Read Questionnaire*, but specifically designed for third through 6<sup>th</sup> grade. The researchers discussed the administration of the instruments with the teachers and the instruments were given a week apart. One hundred thirty-two students took the fiction version and one hundred five took the nonfiction version. There were three categories that were examined: self-concept as a reader, value for reading, and total motivation.

Results of Malloy, et al., (2017) indicated that girls and boys differed in their self-concept as readers. Girls perceived fiction to be easy and enjoyed talking about their ideas in groups, while boys felt secure about both fiction and nonfiction. With regard to the value of reading, girls said that becoming a good reader was very important no matter



whether it was fiction or nonfiction. Both boys and girls indicated that someone who reads nonfiction is interesting. Findings of the study suggested that teachers do not know what students are getting from their instruction unless they ask. From these two instruments, the opportunity to explore students' perceptions of self-concept as readers and the value of reading fiction and nonfiction can reveal some interesting differences. This supports the proposed study to examine the influence of students' self-perceptions on motivation. If there is a difference in boys' and girls' perceptions of motivation, then it would matter what extrinsic motivational factors were utilized to improve reading.

Looking at children in grades Kindergarten, First, and Second Grades and self-efficacy in reading, Lee and Jonson-Reid (2015) explored three areas: (a) whether academic self-efficacy appears to be associated with reading achievement among urban elementary school children in primary grades, (b) does self-efficacy have more predictive power for reading achievement, and (c) whether student motivation and classroom behavior mediate the relationship between self-efficacy and reading. Descriptive statistics were used to illustrate the results from a sample of 881 first through third grade students at risk or reading failure from a large randomized field trial study of the Experience Corps (EC) tutoring program was utilized in this study.

A total of 23 schools that utilized the EC program in Boston, Massachusetts, New York City, and Port Arthur, Texas participated in the study. The sample consists of first graders (41%), second graders (36%), and third graders (23%). Fifty-one percent of students were male, and 49% were female. In terms of racial composition, African-American students accounted for 58%, and Hispanic students for 37%, with the remaining 5% representing other. The majority of students, about 94%, were enrolled in the free lunch program. There were several instruments used in the study: *Sutter-Eyberg Student Behavior Inventory-Revised* (SESBI-R), *Liking for School* scale, and a 4-point

Likert scale adapted with permission from Schunk and Pajares (2002) and Marsh (1990). Findings suggested that self-efficacy is a significant factor for younger children in reading motivation. This study provides support for the proposed study in that it considers younger students and the value of self-efficacy. If younger students are lacking self-efficacy, then learning to read could be affected negatively.

Pennington (2017) led a qualitative study that included creating and validating scores on a measure of student and teacher perceptions. The study looked at the degree to which specific instructional practices in language arts supported students' need for competence, relatedness, and autonomy, and intrinsic motivation to read. The study employed eight teachers and 210 students in grades six through eight from two middle schools in a rural school district in the Southeastern U.S.. A survey, created by the researcher, was given to both teachers and students to examine their perceptions on specific instructional practices that influenced competence, relatedness, and autonomy, and intrinsic motivation to read. Participants completed the survey within a focus group during school hours.

Data indicated few statistically significant associations among teacher and student perceptions of the frequency and use of and the degree to which classroom instructional practices meet students' needs and support their self-determined motivation to read. There was a statistically significant positive association between teacher and student perceptions of the frequency with which classroom instructional practices are used for collaboration (0.769) and small group work (0.734). This implies that both groups share an understanding of these two classroom practices and how often they are utilized. All other items (open-ended textbook questions, open-ended questions asked by the teacher, multiple choice questions, whole-class discussion, graphic organizers, taking notes, student-generated questions, teacher think-aloud, creative writing response, and essay

response) showed no associations between teacher and student responses. Findings indicated that there was a lack of agreement in perceptions of the students' motivation to read. This supports the proposed study to examine the influence of extrinsic motivational factors that students perceive to be most effective. If teachers are aware of students' perceptions of effective extrinsic motivational strategies and utilize them, then students' intrinsic motivation to read could increase.

### **Influence of Motivation on Reading Achievement**

In a recent study by Troyer, Kim, Hale, Wantchekon, and Armstrong (2019), a child's motivation to read is a strong predictor of their reading comprehension. However, some recent research has suggested that the relationship between reading motivation and reading comprehension may be facilitated through the amount that students read (De Naeghel, Van Keer, Vansteenkiste, & Rosseel, 2012; Miyamoto, Pfof, & Artelt, 2018; Schaffner & Schiefele, 2016; Schaffner, Schiefele, & Ulferts, 2013; Stutz, Schaffner, & Schiefele, 2016). In addition, the study by Troyer et al., (2019) attempted a conceptual duplication of several existing models that explore the relationship among children's reading motivations, out-of-school reading amount, and reading comprehension, using a sizeable sample of over 4000 third through fifth graders in 59 U.S. elementary schools.

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, analyses found no evidence that the relationship between children's intrinsic and extrinsic reading motivation and later reading comprehension was either partially or fully mediated by the reading amount. This

suggested that it is critical to attend to context-specific factors of motivation and reading amount, including students' background characteristics and quality of texts read.

Furthermore, this study stressed the importance of replicating methods used by original researchers to verify and disconfirm hypotheses, and of conducting research with large and diverse samples that enhance the generalizability of results (Troyer, Kim, Hale, Wantchekon, & Armstrong, 2019).

In a similar study, Houghton (2015) conducted a study on the impact of intrinsic and extrinsic motivation on the reading achievement of first-grade students. A quasi-experimental design was used to examine the impact of three motivation conditions (intrinsic, extrinsic, or a combination of both) on the reading achievement and oral reading fluency of 66 first-grade students. The students in three classrooms were assigned as three different treatment groups, each representing a separate motivation condition. The dependent variables were reading achievement and oral reading fluency. Pretest and posttest scores on reading achievement and oral reading fluency were measured. Students in two of the three groups graphed their oral reading fluency (words read correctly per minute), which supported the intrinsic motivation condition. Similarly, students in two of the three groups received rewards, which defined the extrinsic motivation condition. After eight weeks of treatment conditions, posttest scores were compared with pretest scores as a covariate. An analysis of covariance showed no statistically significant differences in reading achievement between the three motivation conditions. Further analysis revealed a statistically significant difference in oral reading fluency favoring the intrinsic motivation intervention group. The findings suggested that eight weeks may not be sufficient for students to benefit directly from any specific motivation condition, but suggest that engaging students in goal setting may improve reading achievement intrinsically.

To determine the extent which reading motivation and reading habits predict different components of reading (word reading, comprehension, summarization, and speed) as well as the examination of group differences (gender, age, ability) in adolescents' reading, McGeown, Duncan, Griffiths, and Stothard (2015) conducted a study using a large representative sample ( $n = 1,230$ ) of secondary school students the United Kingdom. A reading motivation and reading habits questionnaire was completed by 312 students. The schools covered a range of socio-economic and geographic backgrounds and included suburban, rural, and inner-city state-supported schools and fee-paying schools. Word reading was assessed using the *Single Word Reading Test* (SWRT). This was an untimed test and students were asked to read aloud a series of 70 words of increasing complexity. Students were given reading passages with thirteen questions to determine reading comprehension. The time taken to read each passage was recorded and a silent text reading speed for each passage was calculated. They were also asked to summarize each passage. For the reading motivation component, students completed the *Motivation to Read Profile* (Gambrell, Palmer, Codling, & Mazzoni, 1996). This 20-item questionnaire has two subscales: self-concept as a reader and value of reading.

Findings included reading skills (word reading, comprehension, summarization and text reading speed) correlated significantly with their reading motivation. However, students' reading motivation predicted a significant variance in their reading comprehension and summarization skills. Hierarchical multiple regression analyses were carried out to examine the amount of variance explained by reading motivation before and after accounting for basic reading skills, for each component of reading. There were no significant differences in gender, but there was a difference between good and poor readers and their motivation to read. This supports the proposed study to examine the influence of extrinsic motivational factors for striving readers. If students grapple with

reading skills, which diminishes their self-efficacy, and teachers know the extrinsic motivational factors that students prefer, then teachers can utilize these preferred extrinsic motivational factors to build intrinsic motivation; thus, increasing their motivation to read.

Another study by McGeown, Osborne, Warhurst, Norgate, and Duncan (2016), examined the extent to which a child's characteristics (sex, age, socioeconomic status, reading skill and intrinsic and extrinsic reading motivation) predicted engagement in different reading activities. In total, 791 children (aged 8–11 years) participated. Students completed the *Reading Activity Questionnaire* (RAQ), followed by the *Motivation for Reading Questionnaire-Revised* (MRQ-R), and then the *Group Reading Test II*. The RAQ and MRQ-R were read aloud to students so that the level of reading skill would not influence the responses. Results indicated that 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; however, being motivated to achieve good grades predicted school reading. On the other hand, social reasons predicted engagement with magazines and comics.

Schiefele, Stutz, and Schaffner (2016) conducted a longitudinal study with 1051 second- and third-grade students and measured their reading motivation and reading comprehension performance at two different times one year apart. The results confirmed a shared relation between involvement (a component of intrinsic reading motivation) and reading comprehension at the word and sentence levels, but not at the passage level. Competition-oriented reading motivation (a component of extrinsic reading motivation)

did not predict reading comprehension; instead, it negatively affected reading comprehension. In sum, the findings suggest that even at early stages of learning to read, intrinsic reading motivation contributes to students' development of reading competence. This connects to the proposed study to examine the influence of student-preferred extrinsic motivational factors in that the choice of motivation used by teachers can negatively or positively influence a student's motivation to read.

### **Extrinsic Motivation and the Striving Reader**

In a longitudinal study, Klauda and Guthrie (2014) examined the development of reading motivation, engagement, and achievement in early adolescence by comparing interrelations of these variables in striving and advanced readers. Participants were 183 pairs of seventh grade students matched in gender, ethnicity, socioeconomic status, and school attended. They completed measures of reading motivations, engagement and comprehension for information text as well as measures of general reading comprehension and reading fluency twice during the school year. Advanced readers showed stronger relations of motivation and engagement with achievement than striving readers. However, motivation predicted concurrent engagement and growth in engagement similarly for striving and advanced readers. This supports the proposed study to examine the influence of motivation provided to striving readers. If motivation predicts engagement and growth, then motivation that is from an outside source, such as a teacher, can have a profound influence.

Melekoglu (2017) conducted an investigation on the impact of motivation to read on reading gains of striving readers with specific learning disabilities (LD) who were exposed to a structured, research-based daily reading program over a period. Participants included 13 students with LD and 25 students without disabilities from two middle schools in a U.S. Midwestern state. In this study, motivation to read was assessed by the

Adolescent Motivation instrument and reading achievement was measured by the Scholastic Reading Inventory. The impact of motivation to read gains was evaluated by conducting analyses with the bootstrap method of resampling. The results produced significant gains for all students with and without LD, but indicated a significant relationship only between pretest reading improvements in motivation of students without disabilities. In addition, results showed a significant improvement in motivation only for students without disabilities. "Striving readers" was operationalized as students who performed at a "basic" level (i.e., reading scores close to current grade level) or "below basic" level (i.e., reading scores significantly less than current grade level) according to their most recent *Scholastic Reading Inventory* (SRI) scores. On the other hand, students who performed at the "proficient" level (i.e., reading scores at or above current grade level) on the SRI were kept out of the study because they were not classified as striving readers.

Another study examined the time-course relationship between reading motivation and later reading achievement for students with reading disabilities (RD) and comparison groups (ADHD and typical) (Lee & Zentall, 2012). The three-year longitudinal analysis of 76 students replicated potential work with all students by reporting reduced motivation and findings of reduced reading behavior from elementary to middle schools. Students with reading disabilities preserved low intrinsic and extrinsic reading motivation in their transition to middle school, but also reduced their reading for school; the ADHD group also decreased reading for school and for personal enjoyment. The ADHD group also reported the greatest reduction in extrinsic motivation. This study provided partial support for a theoretical hypothesis, but failed to verify an increase in extrinsic motivation, as a response to failure for the RD group.



### **Summary of the Findings**

The review of the literature has shown that there are many facets to the definition of motivation. Much of the current research shows that motivation is multi-dimensional (Houghton, 2015; Klauda & Guthrie, 2015; Melekoglu, 2017). It is evident through this review of the literature that the relationship between motivational factors and reading does exist; however, the relationship is quite complex (McGeown et al., 2015; Tsujimoto, 2015). While there are significant studies establishing this relationship (Houghton, 2015; Klauda & Guthrie, 2015; Melekoglu, 2017; Schiefele, Stutz, & Schaffner, 2016), what is generally lacking from the literature and research is the influence of extrinsic motivational factors on upper elementary level students who are reading at least two levels below their current grade level. By discovering this, it could indicate the greatest influence on learning to read and support striving readers as they become motivated to read.

The educational community could benefit greatly from students responses themselves on the influence of extrinsic motivational factors on upper elementary students who are striving in reading. This chapter presented a review of relevant literature relating to the purpose of this study, which was to examine the influence of extrinsic motivational factors on upper elementary students who are reading at least two grade levels below their current grade. In Chapter III, methodological aspects of this dissertation are detailed to include the operationalization of theoretical constructs, research purpose and questions, research design, population and sampling selection, data collection procedures, data analysis techniques, privacy and ethical considerations, and the research design limitations for this study.

## **Theoretical Framework**

There are numerous theories related to motivation. For example, Self-Efficacy Theory (Bandura, 1993), Hierarchy of Needs Theory (Maslow, 1970), Expectancy-Value Theory (Atkinson & Feather, 1966), Attribution Theory (Weiner, 1990), Social Cognitive Theory (SCT) (Bandura, 1986, 1989), Goal-Oriented Theory (Pintrich, 2000), Self-Determination Theory (SDT) (Deci & Ryan, 1985), Incentive Theory (Bower, 1989), and Engagement Model of Reading Comprehension Development (Guthrie & Wigfield, 2000) are the major influences. While there seems to be an overabundance of motivational theories to influence this study, it is important to discuss at least four of these theories in more depth. The Incentive Theory, the Expectancy-Value Theory, the Goal-Oriented Theory and, of course, the Engagement Model of Reading Comprehension Development possess a close relation to extrinsic motivation and reading (Emmett, 2013; Wigfield et al, 2000). Analysis of these theories specifically will contribute to a better understanding of the manner in which extrinsic motivational factors influence student learning, particularly in reading.

**Incentive theory.** Evolving from Skinner's Operant Conditioning in the 1950's, Bower (1989) defines the incentive theory of motivation as people being motivated to do things because of external rewards. The counterpoint that was later added to the theory by other researchers is that there are also negative incentives that have the power to motivate people to behave in a certain manner as to avoid these conditions. In other words, people can be motivated towards a goal through positive incentives or motivated away from something with negative incentives, often called consequences.

**Expectancy-value theory.** Wigfield and Eccles' (2000) expectancy –value model of academic achievement says that the motivation to do well comes from what the individual expects as the outcome and the value that individual places on the task. If

students feel it will be useful to them in the future, they are more likely to have the motivation to do well on a particular task. In contrast, if they do not expect to ever use the knowledge gained from a task again, they are less likely to be motivated to do their best. In this study, this theory will provide the basis for the value of reading imparted extrinsically to students who do not intrinsically possess this value.

**Goal-orientation theory.** The goal-orientation theory is a social-cognitive theory of achievement motivation. Other motivational theories examine students' beliefs about their successes and failures; however, the goal-orientation theory considers the reasons why students engage in their academic work. The focus of the goal-orientation theory is on “how students think—how they think about themselves, their tasks, and their performance” (Anderman & Midgley, 1997, p. 270). In this study, support from this theory will be indicated through the input gathered from students themselves.

**The engagement model of reading comprehension development.** This model is based on the Self-Determination Theory. Guthrie and Wigfield (2000) identified nine classroom beliefs to foster motivation and engage readers. These principles included: learning goals, real-world involvement, autonomy support, interesting texts, strategy instruction, collaboration, praise and rewards, evaluation, and teacher involvement. This theory is important to this study because of its linkage between reading and motivational factors.

Researchers have discovered significant correlations between reading motivation, amount of reading, and achievement (McGeown et al., 2015; Stuz, Schaffner, Schielele, 2016; Tsujimoto, 2015; Wigfield, Gladstone, & Turci, 2016); however, very few studies specifically address the influence of extrinsic motivational factors on striving readers.

## **Conclusion**

This chapter presented a review of relevant literature relating to the purpose of this study, which was to examine the influence of extrinsic motivational factors on upper elementary students who are reading at least two grade levels below their current grade. Key details discussed include extrinsic motivational factors as they relate to influences on striving readers. In the next chapter, an overview of the research problem, operationalization of theoretical constructs, research purpose, questions, research design, population and sampling selection, instrumentation to be used, data collection procedures, data analysis, privacy and ethical considerations, and the limitations to the research design will be introduced.

### CHAPTER III: METHODOLOGY

The purpose of this study was to examine the influence of extrinsic motivational factors on upper elementary students who are reading at least two grade levels below their current grade. This mixed-methods study collected survey and interview data from a purposeful sample of striving readers in grades third through fifth grade enrolled at four elementary schools within a large, suburban school district in the southeast U.S. Student data, collected from the *Motivation for Reading Questionnaire* (MRQ), were analyzed using frequencies and percentages, while an inductive coding process was used to look for themes that emerged from participant interviews. This chapter presented an overview of the research problem, operationalization of theoretical constructs, research purpose and questions, research design, population and sampling selection, instrumentation to be used, data collection procedures, data analysis, privacy and ethical considerations, and the research design limitations of the study.

#### **Overview of Research Problem**

A growing number of students have become apathetic and unmotivated toward schoolwork and learning (Molaei & Sadipour, 2016). With each advancing grade, it appears that intrinsic motivation weakens (Deci & Ryan, 2000; Houghton, 2015; Klauda & Guthrie, 2015; Melekoglu, 2017; Schiefele, Stutz, & Schaffner, 2016). Many researchers attribute the decline in student intrinsic motivation to be directly related to students' reading ability (Kerns & Bryan, 2018; Proctor, Daley, Louick, Leider, & Gardner, 2014; Sweigart, Collins, Evanovich, & Cook, 2016; Wigfield, Gladstone, & Turci, 2016). Therefore, educators need to start placing more importance on fostering intrinsic motivation to read by increasing the use of extrinsic motivational factors that influence upper elementary students in reading (Kerns & Bryan, 2018). Hornstra,

Mansfield, and van der Veen (2015) propose that positive motivational conditions can increase reading comprehension; however, there is a need for more investigation.

### **Operationalization of Theoretical Constructs**

This study consisted of one primary construct: extrinsic motivation. Extrinsic motivation has been described as the personal motivation that is propelled by external factors such as social or outside factors (Deci, Vallerand, Pelletier, & Ryan, 1991; Ryan & Deci, 2000). Extrinsic motivation has been broken down into 11-categories: (a) Reading Efficacy, (b) Reading Challenge, (c) Reading Curiosity, (d) Reading Involvement, (e) Importance of Reading, (f) Reading Work Avoidance, (g) Competition in Reading, (h) Recognition for Reading, (i) Reading for Grades, (j) Social Reasons for Reading, and (k) Compliance. This construct was measured using the *Motivation for Reading Questionnaire* (MRQ).

### **Research Purpose and Questions**

The purpose of this study was to examine the influence of extrinsic motivational factors on upper elementary students who are reading at least two grade levels below their current grade. The research questions addressed were:

1. What extrinsic motivational factors influence 3<sup>rd</sup> grade students in reading?
2. What extrinsic motivational factors influence 4<sup>th</sup> grade students in reading?
3. What extrinsic motivational factors influence 5<sup>th</sup> grade students in reading?
4. Which extrinsic motivational factor has the most influence on upper elementary students' motivation to read?
5. How do extrinsic motivational factors influence 3<sup>rd</sup> grade students in reading?
6. How do extrinsic motivational factors influence 4<sup>th</sup> grade students in reading?
7. How do extrinsic motivational factors influence 5<sup>th</sup> grade students in reading?

## **Research Design**

For purposes of this study, a mixed-methods design was utilized to examine the influence of extrinsic motivational factors on upper elementary students who are reading at least two grade levels below their current grade. This design consisted of two phases: first, a quantitative phase and second, a qualitative one. The significant advantage of this design was that it allowed for a more thorough and in-depth exploration of the quantitative results through the integration of the qualitative phase. A purposeful sample of striving readers in grades three through five enrolled at four elementary schools within a large, suburban school district in southeastern U.S. were solicited to complete the *Motivation for Reading Questionnaire* (MRQ), which self-assesses the extent to which a student is motivated to read. In addition, semi-structured interviews with the same striving readers in grades three through five, as identified by the *Developmental Reading Assessment-2* (DRA-2) and the *Imagine Learning Initial Benchmark Test* at the beginning of the school year, were conducted. These interviews were aimed at providing a deeper understanding of the insights of students with regard to extrinsic factors motivating them to read. Quantitative data were analyzed using frequencies and percentages, while qualitative data were analyzed using an inductive coding process.

## **Population and Sample**

The population of this study consisted of elementary students within a single, large suburban school district in southeast U.S. The district enrolled approximately 26,000 students in grades Prekindergarten through 12<sup>th</sup> (TEA, 2018). The district had three high schools, one academic alternative school, one behavior alternative school, seven junior high schools, 18 elementary schools, and one College and Career Academy. The average student-teacher ratio throughout the district was 25 to 1. The district's 18 elementary schools had 14,587 students and 7,078 of those are in the third

through fifth grade. Table 3.1 provides the student district demographic data obtained from the 2019 Fall Public Education Information Management System (PEIMS) report.

Table 3.1

*District Student Demographic Data*

	Frequency (n)	Percentage (%)
Female	12,561	48.4
Male	13,384	51.6
African American	5,491	21.2
Hispanic	10,396	40.0
White	6,828	26.3
Other	3,230	32.7
Economically Disadvantaged	13,388	51.6
Limited English Proficient	4,215	16.3
At-Risk	11,925	46.0
Special Education	2,733	10.5

Four sites in the participating district were purposefully selected to participate in this study given that they have similar student demographics. The four schools had a student enrollment ranging from 750 to 870. Each campus had only one principal and one full-time assistant principal. Each campus included PreK-5<sup>th</sup> grades. Table 3.2 presents the district and the elementary student enrollment data for grades 3-5 at each of the four selected sites as well as total enrollment in the district for these grade levels.



Table 3.2

*Student Enrollment for the District and Four Participating Elementary Schools*

	District (N)	A (N)	B (N)	C (N)	D (N)
Grade 3	2,054	114	55	100	115
Grade 4	2,057	106	73	154	139
Grade 5	2,118	116	78	137	114
Grades 3-5 Total	6,229	336	206	391	368

Overall, the district served 12,541 students in the 18 elementary schools. The enrollment in grades 3-5 was 6,229 students. In elementary schools across the district, the average ratio of students per teacher was 15:1. The purposeful sample for this study consisted of students in grades three through five reading at least two grade levels below their present grade level as determined by the *Developmental Reading Assessment-2* (DRA-2) and the *Imagine Learning Program's Initial Placement Test*. Table 3.3 presents the student demographics for the district broken down by campus.

Table 3.3

*Student Demographics of District and Four Participating Elementary Schools*

	District (%)	A (%)	B (%)	C (%)	D (%)
Female	48.1	50.9	48.3	44.1	50.1
Male	51.6	49.1	51.7	55.9	49.9
African American	21.2	29.5	22.6	38.8	30.6
Hispanic	40.1	51.7	32.7	44.0	46.7
White	26.3	08.2	37.3	08.3	15.4
Other	32.7	10.7	07.5	08.9	07.3
Economically Disadvantaged	51.6	54.2	31.6	50.3	49.8
Limited English Proficient	16.3	40.8	08.4	21.5	23.6
At-Risk	46.0	52.9	34.5	29.3	50.6
Special Education	10.5	11.9	13.1	12.0	09.5

**Participant Selection**

The researcher chose four schools within the same district with similar student demographics to conduct this study. Once findings from the analysis of the *Developmental Reading Assessment-2* (DRA-2) and the *Imagine Learning Program's Initial Placement Test* were compiled, a purposeful sample of the student participants who met the criteria for the study was determined using these scores. The criteria for selection was students in grades 3-5 who are reading at least two grade levels below. Student participants, whose parents provided consent, took part in the qualitative part of this study. To obtain qualitative data, the researcher conducted semi-structured interviews

with the selected students. To negotiate the relationship with participants, the researcher assured them that their responses would be kept confidential.

### **Instrumentation**

#### **Developmental Reading Assessment-2 Plus (DRA-2+)**

To determine which students were included in this study, the *Developmental Reading Assessment-2 Plus* (DRA-2+) beginning of the year data were collected from the 3<sup>rd</sup>, 4<sup>th</sup>, and 5<sup>th</sup> grade students' reading teachers. The DRA-2+ is a standardized assessment tool used to identify students' instructional reading level through analysis of accuracy, fluency, and comprehension. Teachers or reading specialists administered the test individually to students. Students read a given selection and retell or summarize what they read to the examiner. As the reading levels increase, so does the difficulty level for each selection with comprehension questions for third grade and up. The examiner, according to criteria from a rubric, records scores from student responses and behaviors. By knowing students' current DRA level, teachers can plan for small group instruction and targeted interventions. Teachers are also able to select materials that are appropriate for each student's level. Beavers and Carter developed the DRA in 2006. The developers disaggregated reliability coefficients by reading level. Results from the methods of reliability analyses showed that the DRA is a reliable measure ranging from .50 to .80 in that it produces stable, consistent results over time, different raters, and different samples of work or content. The greatest total variability was found within passages and not between passages. Correlation coefficients for test-retest were all above .90, indicating consistency among administrators. Interrater reliability for Oral Reading Fluency and Comprehension was examined and was agreed upon by raters 66% and 72% of the time. Face validity and criterion-related validity were determined to be high between .60 and .70 by teachers and professionals.

## **Initial Benchmark Assessment**

Results from the *Initial Benchmark Assessment* from the Imagine Learning Software Program were collected at the beginning of the school year for all 3<sup>rd</sup>, 4<sup>th</sup>, and 5<sup>th</sup> grade students through a printed report obtained by the researcher from reading teachers in those grade levels. This assessment has a multi-faceted design. It is used to identify children who score significantly below their peers and might need help in improving their reading proficiency and comprehension. In addition, it is utilized to document student progress throughout a specific period. The researcher used this assessment to identify students who are reading below grade-level. A private company in Utah, founded by Susan Preator, developed the Imagine Learning program in 2004. Separation reliability was assessed using a Rasch model-based approach. Results indicated that there was a high reliability ranging from .87 to .91. For validity, using bivariate correlations among student scores in four states, results indicated a moderate to high validity. Concurrent validity (winter) ranged from .67 to .83, concurrent validity (spring) ranged from .51 to .75, and predictive validity demonstrated a range of .53 to .75. There was no evidence of consistent bias across student groups (gender, English Language Learners versus Non-ELL, White versus Non-White). The results from the Imagine Learning Assessment were compared with the data from the DRA. Students whose results from both assessments indicated that they are reading at least two grade-levels below were included in the purposeful sample.

## **Motivation for Reading Questionnaire (MRQ)**

The *Motivation for Reading Questionnaire* (MRQ) is a self-rated assessment of the extent to which each student is motivated to read. It was originally developed by Wigfield and Guthrie in 1995 to assess different aspects of student's reading motivation; however, in 1997, Wigfield and Guthrie improved the MRQ by grouping questions into

11 constructs of reading motivation with the help of motivational interviews with students, classroom reading instruction observations and alignment with motivational theory. The original scale contained 82-items (Wigfield & Guthrie, 1995), but was revised by Wigfield and Guthrie (1997) and now only contains 54-items. A shortened version (18-items) of the MRQ was also created to use for pre- and post-Concept-Oriented Reading Instruction (CORI) assessments (Guthrie & Humenick, 2004; Wigfield et al., 2004).

The revised MRQ contains 53-items intended to reflect 11 subscales of the constructs of reading motivation: (a) Reading Efficacy (3-items), (b) Reading Challenge (5-items), (c) Reading Curiosity (6-items), (d) Reading Involvement (6-items), (e) Importance of Reading (2-items), (f) Reading Work Avoidance (4-items), (g) Competition in Reading (6-items), (h) Recognition for Reading (5-items), (i) Reading for Grades (4-items), (j) Social Reasons for Reading (7-items), and (k) Compliance (5-items). Table 3.4 lists the name of each subscale and clarifies the meaning of each subscale by providing a description and sample item for each subscale. Participants were asked to express their level of likeness related to their perspective of their motivation to read using a 4-point Likert scale (1 = *Very Different from Me*, 2 = *A Little Different from Me*, 3 = *A Little Like Me*, 4 = *A Lot Like Me*). Individual student profiles explored the multidimensionality of the student's reading motivation. Higher scores meant stronger endorsement of the item. A total score was derived by summing the scores of all the items (with the exception of the Work Avoidance items; these were not included in the summary score). Table 3.5 provides reliabilities for the subscales included in the study.

Table 3.4

*Scale Description and Sample Item for Each Subscale*

Scale	Scale Description (Wigfield, & Guthrie, 1997)	Item Number on the MRQ
Reading Efficacy	Belief that one can be successful at reading.	3,9,15,50
Reading Challenge	Satisfaction of mastering or assimilating complex ideas in text.	2,7,26,44,48
Reading Curiosity	Desire to learn about a particular topic of interest.	5,8,13,16,35,45
Enjoyment of Reading	Enjoyment of experiencing reading.	10,24,30,33,41,46
Importance of Reading	Value of different reading tasks.	53,54
Reading Work Avoidance	What one does not like about reading.	23,27,28,52
Competition in Reading	Desire to outperform others in reading.	12,18,22,43,49,51
Recognition for Reading	Gratification from receiving tangible form of recognition for success in reading.	14,17,29,31,36
Reading for Grades	Desire to be favorably evaluated by the teacher.	19,37,39,40
Social Reasons for Reading	Process of sharing meanings gained from reading with friends and family.	1,11,20,21,34,38,42
Compliance	Reading because of an external goal or requirement.	4,6,25,32,47

Table 3.5

*Reliabilities of MRQ Subscales*

	Items	Alpha Coefficients
Reading Efficacy	3,9,15,50	0.63
Reading Challenge	2,7,26,44,48	0.68
Reading Curiosity	5,8,13,16,35,45	0.70
Enjoyment of Reading	10,24,30,33,41,46	0.72
Importance of Reading	53,54	0.59
Reading Work Avoidance	23,27,28,52	0.44
Competition in Reading	12,18,22,43,49,51	0.75
Recognition for Reading	14,17,29,31,36	0.69
Reading for Grades	19,37,39,40	0.43
Reading for Social Reasons	1,11,20,21,34,38,42	0.78
Compliance	4,6,25,32,47	0.62

(Wigfield &amp; Guthrie, 1997)

**Data Collection Procedures****Quantitative Data**

The researcher gained approval from the University of Houston-Clear Lake's (UHCL's) Committee for Protection of Human Subjects (CPHS) and from the school district in which the study took place before any data was collected. Next, the four elementary school principals were contacted by email with information regarding the purpose of the study and the process for collecting information.

After the fall administration of the DRA and the Benchmark Test, the reading coach at each site provided the results to the researcher. The researcher then compiled a data chart to include students whose overall DRA level and Benchmark Test scores were determined to be below grade-level. After identifying the purposeful sample of students, hard copies of the parental consents and student assents in English and Spanish were sent to parents/students with information regarding the purpose of the study, the process for collecting the information, and permission for their child to participate in the study. Data collected were stored in two locations, the researcher's computer hard drive and on a memory stick to be maintained confidentially for five years following the conclusion of the research before it is destroyed. Students were given two weeks to return the consent and assent.

Once consent and assent were obtained, the researcher scheduled a time with teachers to administer the *Motivation to Read Questionnaire* to qualified student participants, according to directions outlined in the questionnaire. The researcher read the statements aloud to participants to eliminate reading ability as a factor in the results. The researcher administered the *MRQ* to all student participants in groups at each site.

### **Qualitative Data**

As students completed the survey, 24 individual student interviews were scheduled with the researcher. Interview questions asked students to discuss their perceptions concerning their own motivation (intrinsic and extrinsic) for reading, the role that teachers play in motivating students, experiences as striving readers, and the specific extrinsic motivators they have experienced and their influence on reading. Appendix D provides the Interview Guide listing the interview questions. The 30-40-minute interviews took place at a convenient time during the school day at the student's school. All sessions were audio-taped and transcribed. Data collected were stored in two



locations, the researcher's computer hard drive and on a memory stick to be kept confidentially for five years following the conclusion of the research before it is destroyed.

## **Data Analysis**

### **Quantitative Data**

Following data collection, the researcher input data directly into IBM-SPSS for analysis. To answer research questions 1-4, frequencies and percentages were calculated to describe participant responses to the MRQ. Patterns in perceptions and attitudes toward factors influencing the motivation to read were identified. The data were examined to determine the similarities and differences between grade levels related to perceptions associated with extrinsic motivational factors with regard to students' reading.

### **Qualitative Data**

Research questions 5-7 were answered using an inductive coding process. Prior to data analysis, member checking was employed to assure validity. Following the analysis of the quantitative data for the DRA-2+ and the *Initial Benchmark Assessment*, one-on-one student interviews were conducted in an attempt to provide more in-depth understanding of the relationship between the influence of extrinsic motivational factors and reading. Qualitative data gathered from the semi-structured interviews with students were examined, analyzed, and coded for themes. The data were sorted and categorized by themes. Obtaining additional data allowed the researcher to further study the constructs in detail. The open-ended questions were aimed at providing an in-depth understanding of the general pattern that emerged from the quantitative of the study. The coding process began by recognizing NVivo codes. After identifying the appropriate codes, the researcher searched for themes and patterns from the data (Coffey & Atkinson, 1996).

Once the categories were established, codes were organized again into subcategories and findings were recorded.

### **Validity**

The qualitative analysis process entailed validation by using triangulation of individual student responses by campus. In order to ensure validity, the data collected during the interviews was subject to member-checking by having participants review the preliminary results and transcripts in order to enhance the validity of the responses provided. Member checking was used to ensure the voices of participants were accurately captured and thus increasing the validity of the findings. The questions and results were peer reviewed by experienced educators in order to ensure questions were valid. The purpose of the peer reviews was to obtain feedback related to questions posed to students about their perceptions of extrinsic motivation. Researcher field notes from interview sessions were used as part of the triangulation method.

### **Privacy and Ethical Considerations**

Prior to the collection of any data, the researcher gained approval from the UHCL's CPHS and the school district in which the study took place. Given that the survey instrument was pre-existing, permission was granted by the developer Wigfield and Guthrie (1997) for use of the *Motivation to Read Questionnaire* for research purposes only. All participants were provided with detailed information related to the purpose of the study and directions for completing the surveys. Parental consent/student assent forms were collected from participants prior to collecting any survey data. Pseudonyms were used to protect the identities of all participants. The data collected remained securely locked in a cabinet and flash drive in the researcher's office. The researcher will maintain the data for five years as required by the CPHS and school district guidelines. After the deadline has passed, the researcher will destroy all data files associated with the study.

### **Research Design Limitations**

There were several possible limitations to this study. First, the researcher was dependent upon the participants to be honest in his or her responses on surveys. The validity could be in jeopardy as a result. Second, the *Developmental Reading Assessment* data submission was subject to human error, such as a transcription error. Third, a student who just guesses could have skewed results from the *Initial Benchmark Assessment* from the Imagine Learning program. As a result, such errors could have jeopardized the validity of the findings. Fourth, the location of four separate schools and the necessity to travel to all of them could have presented a time barrier. Fifth, the fact that the researcher had a full-time job may also have caused a limitation on time spent in the field conducting research. Sixth, a lack of ability by participants to understand any of the extrinsic motivational factors discussed in the study may have skewed the results. Another limitation, the seventh one for this study, was that only four elementary schools out of the 18 elementary schools in the district were selected to participate. Given this, the results may not be generalizable to schools that do not possess similar demographics that being economically disadvantaged, ethnicity/race, and gender. Lastly, given that all of these schools were located within the same school district in the southeastern U.S., generalizability of the findings to other states could be limited.

### **Conclusion**

The purpose of this study was to examine the influence of extrinsic motivational factors on upper elementary students who are reading at least two grade levels below their current grade. This chapter identified the need to further examine the relationship amongst the constructs. In Chapter IV, survey and interview data are analyzed and discussed in further detail.

## CHAPTER IV:

### RESULTS

The purpose of this study was to examine the influence of extrinsic motivational factors on upper elementary students who are reading at least two grade levels below their current grade. This chapter presents the findings of the quantitative and qualitative data analysis of the study. First, an explanation of the participants' demographics of the study are presented, followed by the results for each of the four research questions. It concludes with a summary of the findings.

#### **Participant Demographics**

Seventy-nine parents consented to having their child participate in the questionnaire and 100.0% of their children completed the questionnaire. From the 79 questionnaire participants, 24 students participated in interviews. Table 4.1 provides specific response rate data for each campus. Demographic data were gathered from the participating district's database. Of the 79 student participants, there were 42 (51.9%) female, 37 (44.4%) male, 26 (32.1%) African American, 32 (38.3%) were Hispanic, nine (11.1%) were other races/ethnicities, 12 (14.8%) were White, and 34 (42.0%) of the participants were receiving services as a student in Special Education. Nineteen third grade students, 23 fourth grade students, and 37 fifth grade students participated in the study. Table 4.2 specifies the student participant demographics by campus and overall.

Table 4.1

*Participant Response Rate (%)*

	School A	School B	School C	School D	Total
3 <sup>rd</sup> grade	27.8 (n = 5)	22.2 (n = 4)	5.6 (n = 1)	44.4 (n = 8)	100.0 (n = 19)
4 <sup>th</sup> grade	25.0 (n = 6)	33.3 (n = 8)	25.0 (n = 6)	16.7 (n = 4)	100.0 (n = 23)
5 <sup>th</sup> grade	19.4 (n = 7)	25.0 (n = 9)	41.7 (n = 15)	13.9 (n = 5)	100.0 (n = 37)
Total Participants	23.5 (n = 18)	25.9 (n = 21)	27.2 (n = 22)	23.5 (n = 17)	100.0 (n = 79)

Table 4.2

*Student Participant Demographics at the Four Elementary Schools*

	A	B	C	D	Total
Female	42.1 (n = 8)	66.7 (n = 14)	59.0 (n = 13)	41.2 (n = 7)	51.9 (n = 42)
Male	52.6 (n = 10)	33.3 (n = 8)	41.0 (n = 9)	58.8 (n = 10)	44.4 (n = 37)
Caucasian	15.8 (n = 3)	14.3 (n = 3)	4.5 (n = 1)	29.4 (n = 5)	14.8 (n = 12)
African American	31.6 (n = 6)	28.5 (n = 6)	36.4 (n = 8)	35.3 (n = 6)	32.1 (n = 26)
Hispanic	42.1 (n = 8)	28.6 (n = 6)	59.1 (n = 13)	23.5 (n = 4)	38.3 (n = 31)
Other	5.3 (n = 1)	28.6 (n = 6)	0.0 (n = 0)	11.8 (n = 2)	11.1 (n = 10)
Special Education	47.4 (n = 9)	52.4 (n = 11)	36.0 (n = 8)	35.3 (n = 6)	42.0 (n = 34)

Of the 24 student participants interviewed, 12 (50.0%) were female and 12 (50.0%) were male. Nine (37.5%) were Hispanic, nine (37.5%) African-American, four Caucasian (16.7%), and two (8.3%) were other races/ethnicities. Twelve of the interview participants were identified as Special Education students. Table 4.3 specifies the student interview participant demographics by grade and altogether.

Table 4.3

*Student Interview Participant Demographics by Grade Level (%)*

	3 <sup>rd</sup> Grade	4 <sup>th</sup> Grade	5 <sup>th</sup> Grade	Total
Female	25.0% (n = 2)	50.0% (n = 4)	75.0% (n = 6)	50.0% (n = 12)
Male	75.0% (n = 6)	66.6% (n = 4)	25.0% (n = 2)	50.0% (n = 12)
Caucasian	12.5% (n = 1)	12.5% (n = 1)	25.0% (n = 2)	16.7% (n = 4)
African American	37.5% (n = 3)	25.0% (n = 2)	50.0% (n = 4)	37.5% (n = 9)
Hispanic	50.0% (n = 4)	50.0% (n = 4)	12.5% (n = 1)	37.5% (n = 9)
Other	0.0% (n = 0)	12.5% (n = 1)	12.5% (n = 1)	8.3% (n = 2)
Special Education	25.0% (n = 2)	50.0% (n = 4)	75.0% (n = 6)	50.0% (n = 12)

**Research Question One**

Research question one, *What extrinsic motivational factors influence 3<sup>rd</sup> grade students in reading?*, was answered using frequencies and percentages calculated from responses to the *Motivation to Read Questionnaire* (MRQ). The questionnaire included 54-items pertaining to motivational factors. Of the 54-items, 27-items pertained to extrinsic factors. The questionnaire included a 4-point Likert scale (1 = *Very different from me*, 2 = *A little different from me*, 3 = *A little like me*, 4 = *A lot like me*) and measured student perceptions and attitudes toward factors that influence students'

motivation to read. The responses related to extrinsic motivational factors that influence 3<sup>rd</sup> grade students are provided below.

The majority (65.3%) of student participants in 3<sup>rd</sup> grade related strongly to statements about being recognized for reading by indicating that the statements were *Like me*. More than eighty-four percent (84.2%) said they liked hearing the teacher tell them they are doing well in reading. In addition, 3<sup>rd</sup> grade students (55.3%) regarded statements about competition in reading as *Like me*, while 58.0% stated that grades, as motivators, were *Different from me*. Approximately 74.0% agreed that it is important to see their name on a list of good readers. Compliance was not considered by third graders in this study to have an impact on their motivation to read as 64.9% felt it was *Different from me*. Almost all (78.9%) described doing as little as possible in reading as *Different from me*. Motivation by social reasons was almost evenly distributed among 3<sup>rd</sup> graders between *Different from me* (57.4%) and *Like me* (42.6%). Table 4.4 displays the frequencies and percentages of student responses from all 3<sup>rd</sup> grade participants in expanded form on each survey item categorized by extrinsic motivational factor as it relates to perception of influence on reading. Table 4.5 displays the percentages and frequencies of student responses from all 3<sup>rd</sup> grade participants in collapsed form on perceptions related to each extrinsic motivational factor by survey item and its influence on 3<sup>rd</sup> grade students' motivation to read.



Table 4.4

*Responses to Extrinsic Factors by Survey Item - All 3<sup>rd</sup> Grade Participants (%)*

Survey Items	Very Different From Me	A Little Different From Me	A Little Like Me	A Lot Like Me
<b>A. Recognition</b>				
14. My friends sometimes tell me I am a good reader	57.9 (n = 11)	5.3 (n = 1)	21.1 (n = 4)	15.8 (n = 3)
17. I like hearing the teacher say I read well.	10.5 (n = 2)	5.3 (n = 1)	0.0 (n = 0)	84.2 (n = 16)
29. I am happy when someone recognizes my reading.	15.8 (n = 3)	10.5 (n = 2)	0.0 (n = 0)	73.7 (n = 14)
31. My parents often tell me what a good job I am doing in reading.	36.8 (n = 7)	10.5 (n = 2)	15.8 (n = 3)	36.8 (n = 7)
36. I like to get compliments for my reading.	15.8 (n = 3)	5.3 (n = 1)	0.0 (n = 0)	78.9 (n = 15)
<b>B. Competition</b>				
12. I like being the only one who knows an answer in something we read.	5.3 (n = 1)	26.3 (n = 5)	15.8 (n = 3)	52.6 (n = 10)
18. I like being the best at reading.	15.8 (n = 3)	10.5 (n = 2)	10.5 (n = 2)	63.2 (n = 12)
22. It is important for me to see my name on a list of good readers.	15.8 (n = 3)	10.5 (n = 2)	15.8 (n = 3)	57.9 (n = 11)
43. I try to get more answers right than my friends.	36.8 (n = 7)	10.5 (n = 2)	15.8 (n = 3)	36.8 (n = 7)

49. I like to finish my reading before other students.	21.0 (n = 4)	42.1 (n = 8)	5.3 (n = 1)	31.6 (n = 6)
51. I am willing to work hard to be better than my friends.	42.1 (n = 8)	26.3 (n = 5)	5.3 (n = 1)	26.3 (n = 5)
C. Grades				
19. I look forward to finding out my reading grade.	36.8 (n = 7)	26.3 (n = 5)	0.0 (n = 0)	36.8 (n = 7)
37. Grades are a good way to see how I am doing in reading.	31.6 (n = 6)	10.5 (n = 2)	10.5 (n = 2)	47.4 (n = 9)
39. I read to improve my grades.	47.4 (n = 9)	21.1 (n = 4)	21.1 (n = 4)	10.5 (n = 2)
40. My parents ask me about my reading grade.	31.6 (n = 6)	5.3 (n = 1)	10.5 (n = 2)	52.6 (n = 10)
D. Compliance				
4. I do as little schoolwork as possible in reading.	42.1 (n = 8)	36.8 (n = 7)	5.3 (n = 1)	10.5 (n = 2)
6. I read because I have to.	31.6 (n = 6)	26.3 (n = 5)	5.3 (n = 1)	36.8 (n = 7)
25. I always do my reading work exactly as the teacher wants it.	31.6 (n = 6)	36.8 (n = 7)	5.3 (n = 1)	26.3 (n = 5)
32. Finishing every reading assignment is very important to me.	38.6 (n = 7)	26.3 (n = 5)	5.3 (n = 1)	31.6 (n = 6)
47. I always try to finish my reading on time.	31.6 (n = 6)	21.1 (n = 4)	26.3 (n = 5)	21.1 (n = 4)
E. Social Reasons				
1. I visit the library often with my family.	26.3 (n = 5)	31.6 (n = 6)	15.8 (n = 3)	26.3 (n = 5)

11. I often read to my brother or sister.	31.6 (n = 6)	15.8 (n = 3)	5.3 (n = 1)	47.4 (n = 9)
20. I sometimes read to my parents.	47.4 (n = 9)	5.3 (n = 1)	0.0 (n = 0)	47.4 (n = 9)
21. My friends and I like to trade things to read.	47.4 (n = 9)	15.8 (n = 3)	26.3 (n = 5)	10.5 (n = 2)
34. I talk to my friends about what I am reading.	47.4 (n = 9)	26.3 (n = 5)	15.8 (n = 3)	10.5 (n = 2)
38. I like to help my friends with their schoolwork in reading.	31.6 (n = 6)	26.3 (n = 5)	21.4 (n = 4)	21.1 (n = 4)
42. I like to tell my family about what I am reading.	42.1 (n = 8)	21.1 (n = 4)	15.8 (n = 3)	21.1 (n = 4)

Table 4.5

*Collapsed Responses Extrinsic Factors by Survey Item - All 3<sup>rd</sup> Grade Participants (%)*

Survey Items	Different From Me	Like Me
A. Recognition		
14. My friends sometimes tell me I am a good reader	63.2 (n = 12)	36.8 (n = 7)
17. I like hearing the teacher say I read well.	15.8 (n = 3)	84.2 (n = 16)
29. I am happy when someone recognizes my reading.	26.3 (n = 5)	73.7 (n = 14)
31. My parents often tell me what a good job I am doing in reading.	47.4 (n = 9)	52.6 (n = 10)
36. I like to get compliments for my reading.	21.1 (n = 4)	78.9 (n = 15)
B. Competition		
12. I like being the only one who knows an answer in something we read.	31.6 (n = 6)	68.4 (n = 13)
18. I like being the best at reading.	26.3 (n = 5)	73.7 (n = 14)
22. It is important for me to see my name on a list of good readers.	26.3 (n = 5)	73.7 (n = 14)
43. I try to get more answers right than my friends.	47.3 (n = 9)	52.7 (n = 10)
49. I like to finish my reading before other students.	63.1 (n = 12)	36.9 (n = 7)
51. I am willing to work hard to be better than my friends.	68.4 (n = 13)	31.6 (n = 6)

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C. Grades		
19. I look forward to finding out my reading grade.	70.6 (n = 12)	29.4 (n = 7)
37. Grades are a good way to see how I am doing in reading.	42.1 (n = 8)	57.9 (n = 11)
39. I read to improve my grades.	68.4 (n = 13)	31.6 (n = 6)
40. My parents ask me about my reading grade.	29.4 (n = 7)	70.6 (n = 12)
D. Compliance		
4. I do as little schoolwork as possible in reading.	78.9 (n = 15)	21.1 (n = 3)
6. I read because I have to.	61.1 (n = 11)	38.9 (n = 8)
25. I always do my reading work exactly as the teacher wants it.	68.4 (n = 13)	31.6 (n = 6)
32. Finishing every reading assignment is very important to me.	70.6 (n = 12)	29.4 (n = 7)
47. I always try to finish my reading on time.	52.6 (n = 10)	47.4 (n = 9)
E. Social Reasons		
1. I visit the library often with my family.	57.9 (n = 11)	42.1 (n = 8)
11. I often read to my brother or sister.	47.3 (n = 9)	52.7 (n = 10)
20. I sometimes read to my parents.	52.6 (n = 10)	47.4 (n = 9)
21. My friends and I like to trade things to read.	63.2 (n = 12)	36.8 (n = 7)
34. I talk to my friends about what I am reading.	74.1 (n = 14)	26.3 (n = 5)
38. I like to help my friends with their schoolwork in reading.	57.9 (n = 11)	42.1 (n = 8)
42. I like to tell my family about what I am reading.	63.2 (n = 12)	

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## Research Question Two

Research question two, *What extrinsic motivational factors influence 4<sup>th</sup> grade students in reading?*, was measured using frequencies and percentages of responses to the *Motivation to Read Questionnaire* (MRQ). The questionnaire included 54-items pertaining to motivational factors. Of the 54-items, 27-items pertained to extrinsic factors. The questionnaire included a 4-point Likert scale (1 = *Very different from me*, 2 = *A little different from me*, 3 = *A little like me*, 4 = *A lot like me*,) and measured student perceptions and attitudes toward factors that influence students' motivation to read. The responses related to extrinsic motivational factors that influence 4<sup>th</sup> grade students are provided below.

The majority (70.0%) of student participants in 4<sup>th</sup> grade related strongly to statements about being recognized for reading by indicating that the statements were *Like me*. Almost all 4<sup>th</sup> grade participants (82.6%) agreed that it makes them happy when someone recognizes their reading. Statements regarding competition as a motivating factor were represented as *Like me* with percentages ranging from 60.9% to 26.0%. Fourth graders considered it important to see their name on a list of good readers (60.9%). While 48.9% 4<sup>th</sup> graders felt the influence of grades was described as motivating, almost an equal percentage (51.1%) felt grades did not motivate them. The majority of the participants felt that grades are a good way to see how they are doing in reading; however, only 21.7% think they read to improve their grade. Most responses about reading for compliance by 4<sup>th</sup> grade participants were split between being *Like me* (58.1%) and *Different from me* (41.9%). Reading because they have to was cited as *Like me* by 73.9%. Sixty-percent of the responders also said that they are motivated by social reasons while almost forty-percent claimed that motivation to read through social factors was *Different from me*. Except for talking to friends and family about what they read

which was reported as 87.1% and 65.2% *Different from me*. Table 4.6 displays the expanded form of frequencies and percentages of student responses from all 4<sup>th</sup> grade participants on each survey item categorized by extrinsic motivational factor as it relates to their perception of influence on reading. Table 4.7 displays the percentages and frequencies of student responses from all 4<sup>th</sup> grade participants in collapsed form on perceptions related to each extrinsic motivational factor by survey item and its influence on 4<sup>th</sup> grade students' motivation to read.

Table 4.6

*Responses to Extrinsic Factors by Survey Item - All 4<sup>th</sup> Grade Participants (%)*

Survey Item	Very Different From Me	A Little Different From Me	A Little Like Me	A Lot Like Me
<b>A. Recognition</b>				
14. My friends sometimes tell me I am a good reader	60.9 (n = 14)	4.3 (n = 1)	4.3 (n = 1)	30.4 (n = 7)
17. I like hearing the teacher say I read well.	8.7 (n = 2)	0.0 (n = 0)	4.3 (n = 1)	87.0 (n = 20)
29. I am happy when someone recognizes my reading.	4.3 (n = 1)	4.3 (n = 1)	8.7 (n = 2)	82.6 (n = 19)
31. My parents often tell me what a good job I am doing in reading.	43.5 (n = 10)	13.0 (n = 3)	4.3 (n = 1)	39.1 (n = 9)
36. I like to get compliments for my reading.	8.7 (n = 2)	0.0 (n = 0)	13.0 (n = 3)	78.3 (n = 18)
<b>B. Competition</b>				
12. I like being the only one who knows an answer in something we read.	17.4 (n = 4)	8.7 (n = 2)	21.7 (n = 5)	52.2 (n = 12)
18. I like being the best at reading.	17.4 (n = 4)	26.0 (n = 6)	0.0 (n = 0)	56.5 (n = 13)
22. It is important for me to see my name on a list of good readers.	4.3 (n = 1)	13.0 (n = 3)	8.7 (n = 2)	60.9 (n = 14)
43. I try to get more answers	21.7 (n = 5)	4.3 (n = 1)	17.4 (n = 4)	56.5 (n = 13)



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right than my friends.				
49. I like to finish my reading before other students.	21.7 (n = 5)	26.0 (n = 6)	26.0 (n = 6)	26.0 (n = 6)
51. I am willing to work hard to be better than my friends.	39.1 (n = 9)	13.0 (n = 3)	4.3 (n = 1)	43.5 (n = 10)
C. Grades				
19. I look forward to finding out my reading grade.	39.1 (n = 9)	8.7 (n = 1)	4.3 (n = 2)	47.8 (n = 11)
37. Grades are a good way to see how I am doing in reading.	34.8 (n = 8)	8.7 (n = 2)	0.0 (n = 0)	56.5 (n = 13)
39. I read to improve my grades.	60.8 (n = 14)	13.0 (n = 3)	4.3 (n = 1)	21.7 (n = 5)
40. My parents ask me about my reading grade.	34.8 (n = 8)	4.3 (n = 1)	4.3 (n = 1)	56.5 (n = 13)
D. Compliance				
4. I do as little schoolwork as possible in reading.	34.8 (n = 8)	17.4 (n = 4)	8.7 (n = 2)	34.8 (n = 8)
6. I read because I have to.	21.7 (n = 5)	4.3 (n = 1)	4.3 (n = 1)	69.6 (n = 16)
25. I always do my reading work exactly as the teacher wants it.	47.8 (n = 11)	13.0 (n = 3)	17.4 (n = 4)	21.7 (n = 5)
32. Finishing every reading assignment is very important to me.	43.5 (n = 10)	4.3 (n = 1)	4.3 (n = 1)	47.8 (n = 11)

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47. I always try to finish my reading on time.	21.7 (n = 5)	26.1 (n = 6)	8.7 (n = 2)	43.5 (n = 10)
E. Social Reasons				
1. I visit the library often with my family.	39.1 (n = 9)	0.0 (n = 0)	4.3 (n = 1)	56.5 (n = 13)
11. I often read to my brother or sister.	43.5 (n = 10)	8.7 (n = 2)	8.7 (n = 2)	43.5 (n = 10)
20. I sometimes read to my parents.	52.2 (n = 12)	0.0 (n = 0)	4.3 (n = 1)	39.1 (n = 9)
21. My friends and I like to trade things to read.	56.5 (n = 13)	4.3 (n = 1)	4.3 (n = 1)	34.8 (n = 8)
34. I talk to my friends about what I am reading.	73.9 (n = 17)	13.0 (n = 3)	4.3 (n = 1)	8.7 (n = 2)
38. I like to help my friends with their schoolwork in reading.	47.8 (n = 11)	17.4 (n = 4)	17.4 (n = 4)	17.4 (n = 4)
42. I like to tell my family about what I am reading.	65.2 (n = 15)	0.0 (n = 0)	13.0 (n = 3)	21.7 (n = 5)

Table 4.7

*Collapsed Responses - Extrinsic Factors by Survey Item - All 4<sup>th</sup> Grade Participants (%)*

Survey Item	Different From Me	Like Me
<b>A. Recognition</b>		
14. My friends sometimes tell me I am a good reader	65.3 (n = 15)	34.7 (n = 8)
17. I like hearing the teacher say I read well.	8.7 (n = 2)	91.3 (n = 21)
29. I am happy when someone recognizes my reading.	8.7 (n = 2)	91.3 (n = 21)
31. My parents often tell me what a good job I am doing in reading.	56.5 (n = 13)	43.4 (n = 10)
36. I like to get compliments for my reading.	8.7 (n = 2)	91.3 (n = 21)
<b>B. Competition</b>		
12. I like being the only one who knows an answer in something we read.	26.1 (n = 6)	73.9 (n = 17)
18. I like being the best at reading.	43.5 (n = 10)	56.5 (n = 13)
22. It is important for me to see my name on a list of good readers.	17.4 (n = 4)	82.6 (n = 19)
43. I try to get more answers right than my friends.	26.0 (n = 6)	74.0 (n = 17)
49. I like to finish my reading before other students.	44.0 (n = 11)	56.0 (n = 12)
51. I am willing to work hard to be better than my friends.	52.2 (n = 12)	47.8 (n = 11)
<b>C. Grades</b>		

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19. I look forward to finding out my reading grade.	43.5 (n = 10)	59.1 (n = 13)
37. Grades are a good way to see how I am doing in reading.	43.5 (n = 10)	59.1 (n = 13)
39. I read to improve my grades.	73.9 (n = 17)	26.1 (n = 6)
40. My parents ask me about my reading grade.	39.1 (n = 9)	61.1 (n = 14)
D. Compliance		
4. I do as little schoolwork as possible in reading.	13.0 (n = 3)	87.0 (n = 20)
6. I read because I have to.	26.1 (n = 6)	73.9 (n = 17)
25. I always do my reading work exactly as the teacher wants it.	61.1 (n = 14)	40.9 (n = 9)
32. Finishing every reading assignment is very important to me.	47.8 (n = 11)	52.2 (n = 12)
47. I always try to finish my reading on time.	47.8 (n = 11)	52.2 (n = 12)
E. Social Reasons		
1. I visit the library often with my family.	40.9 (n = 9)	61.1 (n = 14)
11. I often read to my brother or sister.	40.9 (n = 9)	61.1 (n = 14)
20. I sometimes read to my parents.	54.5 (n = 12)	45.5 (n = 10)
21. My friends and I like to trade things to read.	61.1 (n = 14)	40.9 (n = 9)
34. I talk to my friends about what I am reading.	87.1 (n = 20)	13.0 (n = 3)
38. I like to help my friends with their schoolwork in reading.	65.2 (n = 15)	37.9 (n = 8)
42. I like to tell my family about what I am reading.	65.2 (n = 15)	37.9 (n = 8)

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### Research Question Three

Research question three, *What extrinsic motivational factors influence 5<sup>th</sup> grade students in reading?*, was measured using frequencies and percentages of responses to the *Motivation to Read Questionnaire* (MRQ). The questionnaire included 54-items pertaining to motivational factors. Of the 54-items, 27-items pertained to extrinsic factors. The questionnaire included a 4-point Likert scale (1 = *Very different from me*, 2 = *A little different from me*, 3 = *A little like me*, 4 = *A lot like me*,) and measured student perceptions and attitudes toward factors that influence students' motivation to read. The responses related to extrinsic motivational factors that influence 5<sup>th</sup> grade students are provided below.

Almost seventy-percent (67.6%) of student participants in 5th grade related strongly to statements about recognition for reading by indicating that the statements were *Like me*. Overwhelmingly, they agreed that they liked it hearing their teacher say they are doing well in reading (73.0%). A little more forty percent (43.2%) of all 5<sup>th</sup> graders in this study regarding the influence of competition on the motivation to read with the former being *Like me* and the latter as *Different from me*. Statements regarding reading for grades were also among student preference with 59.6% agreeing the statements were *Like me*. Sixty-two percent considered grades to be a good way to see how they are doing in reading. Compliance was considered neither a huge influence nor not influential on reading. Students believed that getting their work done was important (43.2%). Table 4.8 displays the frequencies and percentages in expanded form of student responses from all 5<sup>th</sup> grade participants on each survey item categorized by extrinsic motivational factor as it relates to their perception of influence on reading. Table 4.9 displays the percentages and frequencies of student responses from all 5<sup>th</sup> grade

participants in collapsed form on perceptions related to each extrinsic motivational factor as a whole and its influence on 5th grade students' motivation to read.

Table 4.8

*Responses to Extrinsic Factors by Survey Item – All 5<sup>th</sup> Grade Participants (%)*

Survey Items	Very Different From Me	A Little Different From Me	A Little Like Me	A Lot Like Me
<b>A. Recognition</b>				
14. My friends sometimes tell me I am a good reader	51.4 (n = 19)	16.2 (n = 6)	21.6 (n = 8)	10.8 (n = 4)
17. I like hearing the teacher say I read well.	16.2 (n = 6)	2.7 (n = 1)	8.1 (n = 3)	73.0 (n = 27)
29. I am happy when someone recognizes my reading.	16.2 (n = 6)	2.7 (n = 1)	10.8 (n = 4)	70.3 (n = 26)
31. My parents often tell me what a good job I am doing in reading.	37.8 (n = 14)	0.0 (n = 0)	21.6 (n = 8)	40.5 (n = 15)
36. I like to get compliments for my reading.	13.5 (n = 5)	8.1 (n = 3)	10.8 (n = 4)	67.6 (n = 25)
<b>B. Competition</b>				
12. I like being the only one who knows an answer in something we read.	24.3 (n = 9)	10.8 (n = 4)	18.9 (n = 7)	45.9 (n = 17)

18. I like being the best at reading.	18.9 (n = 7)	10.8 (n = 4)	10.8 (n = 4)	59.5 (n = 22)
22. It is important for me to see my name on a list of good readers.	21.6 (n = 8)	27.0 (n = 10)	18.9 (n = 7)	32.4 (n = 12)
43. I try to get more answers right than my friends.	32.4 (n = 12)	29.7 (n = 11)	21.6 (n = 8)	16.2 (n = 6)
49. I like to finish my reading before other students.	35.1 (n = 13)	16.2 (n = 6)	16.2 (n = 6)	32.4 (n = 12)
51. I am willing to work hard to be better than my friends.	35.1 (n = 13)	16.2 (n = 6)	8.2 (n = 3)	40.5 (n = 15)
C. Grades				
19. I look forward to finding out my reading grade.	24.3 (n = 9)	10.8 (n = 4)	10.8 (n = 4)	54.1 (n = 20)
37. Grades are a good way to see how I am doing in reading.	21.6 (n = 8)	10.8 (n = 4)	5.4 (n = 2)	62.2 (n = 23)
39. I read to improve my grades.	27.0 (n = 10)	8.1 (n = 3)	10.8 (n = 4)	54.1 (n = 20)
40. My parents ask me about my reading grade.	27.0 (n = 10)	5.4 (n = 2)	5.4 (n = 2)	62.2 (n = 23)
D. Compliance				

4. I do as little schoolwork as possible in reading.	54.1 (n = 20)	10.8 (n = 4)	10.8 (n = 4)	24.3 (n = 9)
6. I read because I have to.	29.7 (n = 11)	13.5 (n = 5)	21.6 (n = 8)	35.1 (n = 13)
25. I always do my reading work exactly as the teacher wants it.	35.1 (n = 13)	8.1 (n = 3)	21.6 (n = 8)	35.1 (n = 13)
32. Finishing every reading assignment is very important to me.	27.0 (n = 10)	10.8 (n = 4)	18.9 (n = 7)	43.2 (n = 16)
47. I always try to finish my reading on time.	21.7 (n = 8)	10.8 (n = 4)	21.7 (n = 8)	45.9 (n = 17)
E. Social Reasons				
1. I visit the library often with my family.	37.8 (n = 14)	10.8 (n = 4)	18.9 (n = 7)	32.4 (n = 12)
11. I often read to my brother or sister.	43.2 (n = 16)	13.5 (n = 5)	13.5 (n = 5)	29.7 (n = 11)
20. I sometimes read to my parents.	40.5 (n = 15)	16.2 (n = 6)	16.2 (n = 6)	24.3 (n = 9)
21. My friends and I like to trade things to read.	40.5 (n = 15)	16.2 (n = 6)	18.7 (n = 7)	24.3 (n = 9)
34. I talk to my friends about what I am reading.	51.4 (n = 19)	2.7 (n = 1)	27.0 (n = 10)	18.9 (n = 7)
38. I like to help my friends	56.8 (n = 21)	13.5 (n = 5)	18.9 (n = 7)	10.8 (n = 4)



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with their schoolwork in reading.				
42. I like to tell my family about what I am reading.	45.9 (n = 17)	8.1 (n = 3)	24.3 (n = 9)	21.6 (n = 8)

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Table 4.9

*Collapsed Responses - Extrinsic Factors by Survey Item – All 5<sup>th</sup> Grade Participants (%)*

Survey Items	Different From Me	Like Me
A. Recognition		
14. My friends sometimes tell me I am a good reader	68.0 (n = 25)	32.0 (n = 12)
17. I like hearing the teacher say I read well.	18.9 (n = 7)	81.1 (n = 30)
29. I am happy when someone recognizes my reading.	18.9 (n = 7)	81.1 (n = 30)
31. My parents often tell me what a good job I am doing in reading.	38.9 (n = 14)	61.1 (n = 23)
36. I like to get compliments for my reading.	21.6 (n = 8)	78.4 (n = 29)
B. Competition		
12. I like being the only one who knows an answer in something we read.	35.1 (n = 13)	64.9 (n = 24)
18. I like being the best at reading.	30.1 (n = 11)	70.2 (n = 26)
22. It is important for me to see my name on a list of good readers.	48.6 (n = 18)	51.4 (n = 19)
43. I try to get more answers right than my friends.	48.6 (n = 18)	51.4 (n = 19)
49. I like to finish my reading before other students.	61.1 (n = 23)	37.8 (n = 14)
51. I am willing to work hard to be better than my friends.	51.4 (n = 19)	48.6 (n = 18)
C. Grades		

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19. I look forward to finding out my reading grade.	35.1 (n = 13)	65.1 (n = 24)
37. Grades are a good way to see how I am doing in reading.	32.5 (n = 12)	67.5 (n = 25)
39. I read to improve my grades.	35.1 (n = 13)	65.1 (n = 24)
40. My parents ask me about my reading grade.	32.5 (n = 12)	67.5 (n = 25)
D. Compliance		
4. I do as little schoolwork as possible in reading.	65.1 (n = 24)	35.1 (n = 13)
6. I read because I have to.	43.2 (n = 16)	56.8 (n = 21)
25. I always do my reading work exactly as the teacher wants it.	43.2 (n = 16)	56.8 (n = 21)
32. Finishing every reading assignment is very important to me.	37.8 (n = 14)	62.2 (n = 23)
47. I always try to finish my reading on time.	32.5 (n = 12)	67.5 (n = 25)
E. Social Reasons		
1. I visit the library often with my family.	48.6 (n = 18)	51.4 (n = 19)
11. I often read to my brother or sister.	56.8 (n = 21)	42.2 (n = 16)
20. I sometimes read to my parents.	56.8 (n = 21)	42.2 (n = 16)
21. My friends and I like to trade things to read.	54.0 (n = 20)	46.0 (n = 17)
34. I talk to my friends about what I am reading.	70.2 (n = 26)	29.7 (n = 11)
38. I like to help my friends with their schoolwork in reading.	70.2 (n = 26)	29.7 (n = 11)
42. I like to tell my family about what I am reading.	54.0 (n = 20)	46.0 (n = 17)

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### **Research Question Four**

Research question four, Which extrinsic motivational factor has the most influence on upper elementary students' motivation to read?, was measured using frequencies and percentages of responses to the Motivation to Read Questionnaire (MRQ). The questionnaire included 54-items pertaining to motivational factors. Of the 54-items, 27-items pertained to extrinsic factors. The questionnaire included a 4-point Likert scale (1 = Very different from me, 2 = A little different from me, 3 = A little like me, 4 = A lot like me) and measured student perceptions and attitudes toward factors that influence students' motivation to read. All grades felt that recognition for reading had the most influence on their motivation to read; however, 5<sup>th</sup> graders also said that grades were almost equally influential. All grade levels also perceived competition in reading as being an important influence in motivating them to read. Tables 4.10, 4.11, and 4.12 display the frequencies and percentages along with the composites of subscale responses to extrinsic factors for all 3<sup>rd</sup>, 4<sup>th</sup>, and 5<sup>th</sup> grade survey participants, respectively. Table 4.13 displays the percentages and frequencies of all participants from each grade together on the responses of perceptions most related to extrinsic motivational factors influencing students' motivation to read. As Table 4.13 shows, 5<sup>th</sup> grade participants felt grades were much more of an influence on their motivation to read than 3<sup>rd</sup> or 4<sup>th</sup>. With 59.5% of the fifth graders stating that grades provided motivation and only 42.1% third graders and 47.8% fourth grade participants felt grades were a great influence. Also notable was the widespread disparity between the results of the compliance factor. Third grade participants felt that compliance was only a motivating factor for 35.1% out of the 19 students; 48.1% of the 23 fourth graders thought compliance provided motivation to read; however, over half (58.7%) of the 37 fifth grade students in this study held compliance as a factor that motivates them to read.

Table 4.10

*Subscale Responses to Extrinsic Factors for All 3<sup>rd</sup> Grade Participants (%)*

Extrinsic Motivational Factor	Different From Me	Like Me
A. Recognition in Reading	34.7 (n = 7)	65.3 (n = 12)
B. Competition in Reading	44.7 (n = 9)	55.3 (n = 10)
C. Reading for Grades	58.0 (n = 11)	42.0 (n = 8)
D. Compliance	64.9 (n = 12)	35.1 (n = 7)
E. Reading for Social Reasons	57.4 (n = 10)	42.6 (n = 9)

Table 4.11

*Subscale Responses to Extrinsic Factors for All 4<sup>th</sup> Grade Participants (%)*

Extrinsic Motivational Factor	Different From Me	Like Me
A. Recognition for Reading	30.0 (n = 7)	70.0 (n = 16)
B. Competition in Reading	48.0 (n = 8)	52.0 (n = 15)
C. Reading for Grades	51.1 (n = 12)	48.9 (n = 11)
D. Compliance	41.9 (n = 10)	58.1 (n = 13)
E. Reading for Social Reasons	60.9 (n = 14)	39.1 (n = 9)

Table 4.12

*Subscale Responses to Extrinsic Factors for All 5<sup>th</sup> Grade Participants (%)*

Extrinsic Motivational Factor	Different From Me	Like Me
A. Recognition for Reading	32.4 (n = 12)	67.6 (n = 25)
B. Competition in Reading	37.8 (n = 14)	62.2 (n = 23)
C. Reading for Grades	35.1 (n = 13)	64.9 (n = 24)
D. Compliance	44.3 (n = 17)	55.7 (n = 20)
E. Reading for Social Reasons	59.5 (n = 22)	40.5 (n = 15)

Table 4.13

*Subscale Responses to Extrinsic Factors for Participants Grades 3-5 (%)*

Factor	3 <sup>rd</sup> Grade	4 <sup>th</sup> Grade	5 <sup>th</sup> Grade	All Grades 3-5
A. Recognition for Reading	63.2 (n = 12)	69.6 (n = 16)	67.6 (n = 25)	67.1 (n = 53)
B. Competition in Reading	52.6 (n = 10)	65.2 (n = 15)	62.2 (n = 23)	60.8 (n = 48)
C. Reading for Grades	42.1 (n = 8)	47.8 (n = 11)	64.9 (n = 24)	51.9 (n = 41)
D. Compliance	36.8 (n = 7)	56.5 (n = 13)	54.1 (n = 20)	46.8 (n = 37)
E. Social Reasons for Reading	47.4 (n = 9)	39.1 (n = 9)	40.5 (n = 15)	48.1 (n = 38)

**Research Question Five**

Research question five, *How do extrinsic motivational factors influence 3<sup>rd</sup> grade students in reading?*, was answered by using a qualitative inductive coding process. In an attempt to capture a more in-depth understanding of the influence that extrinsic motivational factors have on 3<sup>rd</sup> grade students' motivation to read, 3<sup>rd</sup> grade students from each of the four participating campuses were interviewed regarding their perceptions regarding themes of: recognition, competition, grades, compliance, and social reasons. The subthemes of (a) Praise/Rewards/Prizes, (b) Challenge or Competition, (c) Good Grades and (d) Compliance emerged from feedback received from the six 3<sup>rd</sup> grade participants. For each subtheme, perspectives are presented below followed by a sample of the students' comments. No student mentioned social reasons as a motivational factor during the interviews; therefore, that factor is not addressed. The identified motivational factors are discussed in this section.

### **3<sup>rd</sup> Grade Student Perceptions**

**Recognition – praise/rewards/prizes.** When asked to describe their feelings about being recognized for reading, four out of the six third grade students interviewed expressed that their teachers and parents encourage them through recognition using praise and prizes, which they considered very motivating to them. Although four of the third grade students identified recognition as a motivator for reading, each had a slightly different idea with regard to their preferred type of recognition. For example, Guadalupe, an eight-year-old 3<sup>rd</sup> grader from Campus C, explained that both receiving praise, prizes, and rewards from teachers makes him feel good and encourages him to read. He stated:

Sometimes when I do my [reading] work, Mr. Stewart says, “good job, Guadalupe,” and he gives me a Bloomz point. We have Fun Friday and we get Bloomz points for doing our work so we can go to Fun Friday to use our devices.

Anthony, an eight-year-old Campus A third grader, adds:

My teacher gives us a lot so we will try more - like the life savers and treasure box prizes, but mostly she just tells us we can do it even when the work is hard and we think we can’t do it. [The researcher asked for clarification on “life savers” and Anthony explained.] Well, they are really life savers candies. We get them when the teacher sees us helping other students when they are having trouble with their [reading] work. She says we are being lifesavers. It makes me feel good to get them.

According to Guadalupe and Anthony, it is the recognition coupled with a tangible reward that motivates them. When probing further to pinpoint the exact motivating factor, both students concurred that the praise from the teacher is good, but the prizes make them want to read more. As Anthony says, “so I can get more”.

Similarly, at Campus D, there was a slight difference in opinion from the two third grade interviewees, even though they both stated that being recognized makes them



want to read more. Michaela felt that when her parents tell her that they are proud of her for improving in reading, it increases her desire to read. She also stated that they do not tell her this often, so when they do, it is “so wonderful”. Aiden also said he is motivated by his parents when he brings home “Super Bucks” for reading. He explains:

We get something called “Super Bucks” at school and when we get like 10 or 20, we get to go to the school store and get stuff like toys, or chips, or passes to eat with a teacher, stuff like that... When we do our reading log and get it signed, we get one [Super Buck]. My mom and dad tell me “good job” when I show them [my Super Bucks].

**Challenge or competition.** Out of the six students interviewed, three of the third grade students demonstrated strong support for competition or challenge as a motivating factor for reading. When invited to elaborate about their feelings about competition, or being challenged, students declared that the desire to outperform others was a factor that motivates them. Being able to participate in reading programs, such as Imagine Literacy and Learning, Accelerated Reader, and other school-wide reading competitions, makes them excited about reading. Isabella, a nine-year-old 3<sup>rd</sup> grader at Campus D, shared:

I like ummm... participating in the Bluebonnets [a school-wide reading competition held by the librarian for all students]. I’m trying to get to seven, so I can get my picture on the big papers on the wall. It makes me feel happy to accomplish this goal with them smarter kids.

In the same way as Isabella, Mileena, an eight-year-old female from Campus A, regards the challenge of reading programs as motivating because they give her a chance to “be like the other kids”. She explains:

I can do my Imagine Learning minutes at school, but if I do them at home too, I will have more minutes... And if I have the most minutes, I get to go to a special

party. Not everybody gets to go so I have to work harder to do my reading minutes so I can go.

When asked if the students would read anyway without participating in any programs or competitions, only one out of the six said they would. Avrylan, a nine year old male from Campus B, replied, “I would still read, but not as much because, ya know, it’s fun to feel like you’re the best when you don’t get told that very much”.

Findings from this study revealed that 3rd grade students who are reading below still felt that the challenge of competition inspires them to read. They want to be challenged and participate in activities that make them feel part of the entire student population.

**Good grades.** Grades were discussed by 3<sup>rd</sup> graders in combination with other extrinsic motivating factors, such as rewards, prizes, and punishments. When questioned about their feelings about grades, one student articulated that grades alone did not motivate her to read. Iris, a nine-year-old female student at Campus A, felt that grades do not motivate her to read because, she says, “I never make good grades, but I still try my best.” However, Guadalupe, from Campus C, felt that grades were motivating as he discloses, “I have good grades in reading. I love it [making good grades] because if I get good grades in reading, I’m gonna get a phone for Christmas!” The researcher was unable to determine by probing further, whether the motivation came from the extrinsic factor of grades or the prize of receiving the phone. Guadalupe was unable to state one factor without the other. Another 3<sup>rd</sup> grader, Ollie, at Campus B, felt that the combination of grades and receiving money for good grades was motivating him to read. He stated:

My parents give me \$5.00 for every A on my report card and progress report, so if I get an A in reading, I get \$5.00! This year, I have made all A’s in reading, so my parents gave me \$20.00! I try very hard to do my best in reading so I can be rich!

In general, five out of six students interviewed in third grade agreed that making good grades helps to motivate them to read or try to do better in reading; however, all five of these participants also stated that because of their good grades, they would receive a prize or reward in return. As eight-year-old Anthony announced, “I’m not sure which comes first. I like both of them [good grades and rewards].”

**Compliance.** Additionally, when asked to describe their feelings about having to read for compliance, several students expressed that parents and teachers making them read is motivating to them. Avrylan, a 3<sup>rd</sup> grade student from Campus B, explained that his teacher was “really nice, but she makes us do lots of work”. He also stated, “My teacher told me last year that I needed to read faster, so I did, and it helped me to become a better reader.” Another 3<sup>rd</sup> grade student at Campus D, Aiden, communicated the following about compliance as a motivator:

When my teacher tells the class to do SSR [Silent Sustained Reading], I just get my library book and start reading because I know we all have to do it and if we don’t, we can’t get better at the STAAR [State of Texas Assessment of Academic Readiness].

However, not all students agreed with compliance as a motivator. Eight-year-old Michaela stated, “I need more than just someone to tell me to read. Reading is boring-sorry. I mean, I will do it, but it’s better if I get something for doing it.” Additionally, Ollie and Iris felt that doing something fun in reading was more motivating than just having the teacher or their parents tell them to read.

These comments indicate how extrinsic motivational factors influence 3<sup>rd</sup> grade students to read. Most of the factors mentioned were not independent of one another, but rather, interwoven. Across all 3<sup>rd</sup> grade participants, male and female, the extrinsic motivational factor that surfaced most was rewards/prizes with praise also being

mentioned as well. Clearly, reading is not motivated by having to comply with the requirement of others to “just read” without purpose.

### **Research Question Six**

Research question six, *How do extrinsic motivational factors influence 4<sup>th</sup> grade students in reading?*, was answered by using a qualitative inductive coding process. In an attempt to capture a more in-depth understanding of the influence that extrinsic motivational factors have on 4<sup>th</sup> grade students’ motivation to read, 4<sup>th</sup> grade students from each of the four participating campuses were interviewed regarding their perceptions on the issue. From the major themes identified, the subthemes: (a) Recognition, (b) Competition, (c) Grades and (d) Compliance emerged from feedback received from the eight 4<sup>th</sup> grade participants. For each subtheme, perspectives are presented below followed by a sample of the students’ comments.

#### **4<sup>th</sup> Grade Student Perceptions**

**Recognition – praise/rewards/prizes.** Being recognized for their reading is strongly favored by 4<sup>th</sup> graders at all four campuses. When questioned during the interviews about how being recognized influences their reading, eight out of eight 4<sup>th</sup> grade students felt that praise from parents and teachers motivated them as well as receiving rewards or prizes for reading. Jaslene, a ten-year-old female 4<sup>th</sup> grader at Campus B, stated, “I like toys and video games from my parents as rewards for doing my reading work.” She also added that one of her teachers inspires her to read because “she tells me I can do it if I try and work harder”. Another female 4<sup>th</sup> grade student at the same campus, Maria, stated:

I like the treasure box prizes most. When we do something good in Mrs. Wilson’s class, like reading hard Bluebonnet books, we can get a prize. She always tells us when we do good and that makes me try harder.

Among all 4<sup>th</sup> grade interview participants, responses unanimously pointed to teachers who gave them some type of recognition as being motivating to their reading. As ten-year-old Ava from Campus D recalls about her 3<sup>rd</sup> grade teacher:

I used to struggle reading in front of the class last year, but Ms. Powell always told me to keep trying. She didn't let anyone laugh when I didn't know a word or had trouble. She would tell me to break the word apart and read it in small parts... She was always patient and the more she told me I could do it, the better I was at reading. I even passed my STAAR [huge smile].

Another 4<sup>th</sup> grade student, Khalil, from Campus A, felt strongly about the motivation he has received from his current teacher. He believes that because of this one teacher's encouragement, he has become a better reader. He proudly testifies:

Mr. M makes bets with us that we can read books that are one level above our reading level. He puts our name on the Jaguar Wall when we finish our "One Up" books. With his help and motivation, I have been able to read fifteen "One Up" books this year. It makes me feel like I can read more because I see my name on the Jaguar Wall fifteen times! I predict I will have my name up there at least 50 times [smiling].

Similarly, ten-year-old Deshawn from Campus C contributes his excitement for reading to his teacher's praise and the prizes he receives in her class each day.

"I don't really like reading, but in Ms. Jones' class we get a prize every day for reading out loud. I try even though I don't like it and I am not that good, but I want the prize." He also mentioned that Ms. Jones encourages him by saying that he is doing good in front of the class. He adds, "She kinda like brags on me [laughs]."

From the responses of the eight 4<sup>th</sup> graders, recognition and rewards have a positive influence on their motivation to read. The emotional reactions that the

participants gave, not simply the words used to answer the interview questions, indicate that it is important that teachers recognize students both in private, but more notably, in front of their peers in class.

**Competition.** During the interviews, three 4<sup>th</sup> grade students also demonstrated strong support for competition as a motivating factor for reading. When asked to elaborate on their feelings about competition, three out of the eight students asserted that the desire to outperform others was definitely a factor that motivates them. Competition among their peers and students from other neighboring schools encourages them to improve their reading. Isaac, a 4<sup>th</sup> grader at Campus D, shared:

My participation in the Bluebonnet program and trying to be the first to read all of the books motivates me to read. It usually takes me longer to read the Bluebonnets, so my mom helps me with it at home.

Contrarily, five of eight participants felt that competition made them nervous and negatively affected their performance and motivation to read. Victoria, a nine-year-old female at Campus C, shared her feelings on competition:

I never win when we play games in my reading class. Nobody picks me for their team because I can't read fast. It makes me feel bad and I wish we never played games. I just want to learn to be better at reading.

Jaslene, from Campus B, supports the comments made by Victoria and others regarding the negative influence of competition on her motivation to read. She inserts her opinion as:

Everyone in my class reads a lot better than me so when we have to read faster in the timer game thing, I always feel sick and want to go to the nurse, but my teacher don't let me. It makes me not want to try at all.

When asked if she thought there was a good time for competition, Jaslene asserted, “maybe if you’re good at reading but I’m not, so I hate it.”

It is clear from the interviews with 4<sup>th</sup> grade participants that competition is a negative extrinsic motivating factor for them. Participants were comfortable expressing their disdain for competition in class; however, competitive activities outside of the classroom environment, for example, school wide Bluebonnet reading, appear to be positive motivational factors for some.

**Grades.** Six 4<sup>th</sup> grade participants proclaimed that grades are a strong motivating factor for them; however, there was a concern among two students, revealed during the interviews, about the inability to achieve good grades and how that affects their motivation to read. Jaslene, a 4<sup>th</sup> grader at Campus B, shared this about grades, “...if you make good grades, everybody thinks you are smart and teachers are proud of you.” When asked what happens and how do you feel if you don’t make good grades in reading, Khalil stated, “Well, first of all, I don’t let no one see my papers when I get them back with my grade on it unless it’s a good grade. That way, no one knows it’s a bad grade.” He further clarified, “I mostly get good grades though because I work really hard.”

For six of the eight 4<sup>th</sup> grade participants, grades were a positive influence on their motivation to read. Ava and Isaac, both from Campus D, revealed that they keep up with their grades on Skyward [the district’s grading portal] by checking them every day. If they see they have a less than desirable grade (for Ava, “that’s a B” and for Isaac, “it’s a 70”), they work harder or ask the teacher what they can do to bring up their grade in reading.

**Compliance.** When asked to describe their feelings about having to read as a means of compliance, two students voiced that parents and teachers expect them to read and the desire to comply with their expectation motivates them. One of the 4<sup>th</sup> grade

students from Campus D, Isaac, explained that his teacher “gives us passages of paper and tells us to complete it by Friday.” He later added, “[My parents] tell me when I am done with my homework to just read for twenty more minutes to get better at reading. I listen to them because they are my parents.” Maria, from Campus B, shared that her mom and sister tell her to read every day for twenty minutes when she gets finished with her homework because “my teacher says... it just takes twenty minutes each day to be a better reader”. Maria also commented the following with regard to complying with her parents instructions to read:

They give me a book and tell me read on the couch out loud so I can learn how to read better. Sometimes I have trouble with a word and my mom can help me because she hears me trying.

Student responses to questions about compliance as a motivator were positive overall. Five out of eight stated that their compliance with teacher and parents to read has helped them become better readers.

The comments in this section indicate how extrinsic motivational factors influence 4<sup>th</sup> grade students to read. Most of the factors mentioned were connected in some way. For example, 4<sup>th</sup> grade participants, male and female, mentioned that praise and compliance had a great impact on motivating them to read. Clearly, for these fourth graders, reading is not motivated by competition as indicated by the responses given.

### **Research Question Seven**

Research question seven, *How do extrinsic motivational factors influence 5<sup>th</sup> grade students in reading?*, was answered by using a qualitative inductive coding process. In an attempt to capture a more in-depth understanding of the influence that extrinsic motivational factors have on 5<sup>th</sup> grade students’ motivation to read, eight 5<sup>th</sup> grade students total (two from each of the four participating campuses) were interviewed



regarding their perceptions on the issue. From the major themes identified the subthemes: (a) Praise/Encouragement/Prizes, (b) Competition, (c) Grades and (d) Compliance emerged from feedback received from the eight 5<sup>th</sup> grade participants. For each subtheme, perspectives are presented below followed by a sample of the students' comments.

### **5<sup>th</sup> Grade Student Perceptions**

Interviews were conducted with eight 5<sup>th</sup> grade students about their perceptions of the influence of extrinsic motivational factors on reading. The inductive coding analysis derived distinct themes or categories of responses concerning students' reading pertaining to motivational factors such as recognition – praise/rewards/encouragement, competition, grades, and compliance. No student discussed social reasons as a motivational factor during the interviews; therefore, that factor is not addressed in this section. The identified motivational factors are discussed.

**Praise/rewards/encouragement.** Being recognized for their reading is strongly favored by 5<sup>th</sup> graders at all four campuses. When questioned during the interviews about how being recognized influences their reading, all eight 5<sup>th</sup> grade participants felt that praise from parents, teachers, and friends motivated them as well as receiving rewards or prizes for reading. Russon, a 5<sup>th</sup> grader at Campus C, stated:

I would say that the praise from friends, family, teachers are my preference. Well, for me, if I get praise, I try to show other people how well I can read... like people see me and think 'oh well, you're a well-learned student' and you get that attention...

Another 5<sup>th</sup> grade student at Campus B, Rayne, communicated her feelings about how praise influences her to read. She stated, "My parents give me praise for my reading and it makes me feel proud. I want them to be proud of me." Continuing to demonstrate

support for praise as a motivating factor, Elaina, an eleven-year-old female from Campus B, recalled her teacher in third grade:

When I didn't know a word, Mrs. Pro told me how to break it apart like between the two consonants. She wouldn't let anyone laugh at me when I tried. She gave me lots of time and told me I can do it and keep practicing [smiles].

In support of both praise and rewards as motivating factors for reading, 5<sup>th</sup> grader Paisley from Campus D included:

Mrs. P tells me I can get better and I can force myself if I'm at the house. She gives me a bunch of tickets and she tells me you can do this and I know you can. She is so positive and makes me feel good, all the times. When I was reading a hard book with my friend Tessa and we had trouble with a word she motivated me to read by telling me to go on to the next sentence and that I could do it.

From the responses of the eight 5<sup>th</sup> graders, praise, encouragement, and rewards have a positive influence on their motivation to read. The emotional reactions that the participants had as they answered the interviewer's questions indicate that it is important that teachers continuously recognize students both in private, but more notably, in front of their peers in class.

**Competition.** Two 5th grade students demonstrated strong support for competition as a motivating factor for reading. When asked to elaborate on their feelings about competition, only these two students asserted that the desire to outperform others was a factor that motivates them. Competition among their peers and students from other neighboring schools was a factor that encourages them to improve their reading. Eden, a ten-year-old female 5<sup>th</sup> grader at Campus D, shared:

I don't know. It's just a feeling I get. Like a rush or something. I want to win and be the first to accomplish the goal so I just read and read and read until I win... and when I don't win, I get mad like I want to rip someone's head off.

In contrast to Eden's statement, 5<sup>th</sup> grader at School C, Asia proclaimed, "I don't usually like to go against my friends in reading". She adds, "My friends can read faster, but that doesn't matter if I keep trying."

From the responses of the eight 5<sup>th</sup> graders, competition is not necessarily a strong influence on their motivation to read. Participants were comfortable providing opinions on how competition can influence them.

**Grades.** Most 5th grade participants (six out of eight) proclaimed that grades were a strong motivating factor for them; however, there was a concern among a few students, revealed during the interviews, about the inability to achieve good grades and how that affects their motivation to read. Elaina, a 5<sup>th</sup> grader at Campus B, shared the following about grades:

I actually get frustrated when it comes to my grades. I try my best, but then when I make a bad grade, I really don't want to do my work anymore and I feel like I just want to quit.

Russon, from School C, in support of grades as a motivational factor stated:

I desire to get straight A's because, I mean, ya know, ...if I have a low grade, I will work harder to pull it up. Since I am going to middle school uhh next year, I need to have good grades in reading, and, well, in all subjects as well.

In agreement with Russon's statement, Trevor from Campus A, affirmed:

I like to make good grades, so if I am having trouble with a particular assignment, my anticipated grade motivates me to ask my teacher for help as needed which motivates me to go back and read for clarification like she says.

An explicit desire to make good grades was expressed overall; however, as striving readers, the capability may be diminished for these students resulting in the ineffectiveness of grades as a motivational factor for 5<sup>th</sup> graders since all of the interviewed participants were reading at least two grade levels below 5<sup>th</sup> grade.

**Compliance.** When asked to describe their feelings about having to read as a means of compliance, seven out of eight 5<sup>th</sup> grade students expressed that the expectations their parents and teachers have for them to read makes them try harder. Fifth grade student, Paisley, from Campus D explained, “It’s more like an inspiration than because I have to. My teacher tells me I can get better and I need to force myself to read even if I am at the house or where ever.” Rayne from Campus B added, “I do not have a choice. My teacher and my parents make me read for 30 minutes at school and 30 minutes at home, so I just do it.” Expectations play an important role with regard to compliance. As 5<sup>th</sup> grade student, Russon clarified in his interview:

It isn’t so much of a compliance from my teacher or my parents, but holding myself accountable for my reading. Yes, they expect me to do my best in reading and tell me to read, but I also... umm, cause if I slip off of reading... I’m just like letting everything go and like I’m going back to the past... having someone to remind me to do more in reading keeps me focused on improving.

Eden was the only fifth grade student who expressed that when she was given a directive to read, she had a tendency not to comply. “I just don’t like to be told what to do. Well, I’m not a baby.” Given her responses and negative attitude throughout the interview, this response was typical for her and not surprising.

These comments indicated how extrinsic motivational factors influence 5<sup>th</sup> grade students to read. Most of the factors mentioned were not detached, but rather, interwoven. For example, 5th grade participants, male and female, mentioned that encouragement,

praise and compliance had a great impact on motivating them to read. Grades were important to the fifth graders; however, as a motivational factor, ability had more of an influence than grades. Clearly, reading is not motivated by competition as indicated by the responses given.

### **Summary of the Findings**

Overall, students in grades 3<sup>rd</sup>, 4<sup>th</sup>, and 5<sup>th</sup> felt that extrinsic factors did have an impact on their motivation to read, according to responses from the *Motivation to Read Questionnaire* (MRQ) and interviews. Students demonstrated agreement across grade levels that recognition had the most influence on their motivation to read. Students at all campuses agreed that at least one extrinsic motivational factor, if not all, had some degree of influence on their motivation to read. Findings from the qualitative data indicated that extrinsic motivational factors influence 3<sup>rd</sup>-5<sup>th</sup> grade students to read. Most of the factors mentioned were not detached, but rather, interwoven. For example, 5<sup>th</sup> grade participants, male and female, mentioned that encouragement, praise and compliance had a great impact on motivating them to read. Grades were important to the fifth graders; however, as a motivational factor, ability to do well had more of an influence than grades on their motivation. Clearly, reading is not motivated by competition across grade levels as indicated from the responses given by the students during the interviews.

### **Conclusion**

This chapter presented the analysis of qualitative and quantitative data collected from surveys and interviews, participant demographics, and processes of answering each research question. In the next chapter, findings from this study are compared with existing literature. Implications of this study in education and future research will be discussed.

## CHAPTER V:

### SUMMARY, IMPLICATIONS, AND RECOMMENDATIONS

The purpose of this study was to examine the influence of extrinsic motivational factors on upper elementary students who are reading at least two grade levels below their current grade. Motivational factors have been well documented in research literature (Becker, McElvany, & Kortenbruck, 2010; McGeown, Norgate & Warhurst, 2012; Wang & Guthrie, 2004). However, the attitudes and perceptions of students and the relationship between extrinsic motivational factors and their influence on upper elementary students with regard to their motivation to read has been minimally explored (Petscher, 2009; Pearsson, Ferdig, Blowmeyer, & Moran, 2005). Most research is older than five years and specific extrinsic motivational factors for upper elementary students who are striving readers have not been examined.

To quantify the influence that extrinsic motivational factors had on striving readers, 79 students (19 third graders, 23 fourth graders, 37 fifth graders) across all four campuses completed the *Motivation to Read Questionnaire* (MRQ) to address research questions one through four. The responses were collapsed: (a) responses of *A lot like me* and *A little like me*, meaning the statement was regarded as “Like” the participant, and (b) responses of *Very different from me* and *A little different from me*, meaning the statement was regarded as “Different” from the participant. The participant responses were broken down by grade level and by overall participants. Additionally, twenty-four students (eight from 3<sup>rd</sup> grade, eight from 4<sup>th</sup> grade, eight from fifth grade) participated in semi-structured interviews that allowed the researcher to gain qualitative data pertaining to how extrinsic motivational factors influence striving readers in grades 3<sup>rd</sup>, 4<sup>th</sup>, and 5<sup>th</sup> grades to address research questions five through seven. Within this chapter, the findings

of this study are contextualized in the larger body of research literature. Implications for teachers as well as recommendations for future research are also included.

### **Summary**

The research questions addressed what extrinsic motivational factors influence upper elementary students who are at least two grade levels below their current grade level and how these factors influence them. The following research questions guided this study:

1. What extrinsic motivational factors influence 3<sup>rd</sup> grade students in reading?
2. What extrinsic motivational factors influence 4<sup>th</sup> grade students in reading?
3. What extrinsic motivational factors influence 5<sup>th</sup> grade students in reading?
4. Which extrinsic motivational factor has the most influence on upper elementary students' motivation to read?
5. How do extrinsic motivational factors influence 3<sup>rd</sup> grade students in reading?
6. How do extrinsic motivational factors influence 4<sup>th</sup> grade students in reading?
7. How do extrinsic motivational factors influence 5<sup>th</sup> grade students in reading?

### **Research Question 1**

Research question one was answered using frequencies and percentages of responses to the *Motivation to Read Questionnaire* (MRQ), which required participants to rate statements on a scale of 1 – 4 (one representing *Very different from me* and four representing *A lot like me*) the extent to which each student is motivated to read. Survey items related to extrinsic motivational factors (Competition, Recognition, Grades, Compliance, and Social Reasons) were separated from the intrinsic factors for data analysis in this study.

Research question one showed overall that 3<sup>rd</sup> grade students expressed agreement with most extrinsic motivational factors with the highest being their perceptions about recognition (ie., praise, rewards, prizes) for reading. Third grade students strongly expressed disagreement with survey statements regarding compliance as a factor that influences their motivation to read. This suggests that teachers should examine their interactions with students and purposefully incorporate opportunities to foster recognition of striving readers. This finding is consistent with prior research that states American educators need to start placing more importance on fostering intrinsic motivation to read by increasing the use of extrinsic motivational factors that influence upper elementary students in reading (Kerns & Bryan, 2018). Recognizing and celebrating individual and group achievement can foster an internal desire to learn for learning's sake (Kerns & Bryan, 2018). Helping students recognize and become conscious of the good feelings they are having because of their hard work and success helps foster internal motivation. Asking them how they are feeling after achieving a goal and then affirming those feelings helps in the process of this transformation from being extrinsically to intrinsically motivated (Kerns & Bryan, 2018). Klauda and Guthrie's (2014) study indicates that if motivation predicts engagement and growth, then motivation that is from an outside source, such as a teacher, can have a profound influence.

In comparison to past research on motivational factors for reading, the current findings contradict past findings, such as Schiefele, Stutz, and Schaffner (2016), which holds competition-oriented reading motivation (a component of extrinsic reading motivation) did not predict reading comprehension, instead, it negatively affected reading comprehension of second and third graders. In contrast, the present study found that 3<sup>rd</sup> grade participants considered competition in reading an influential factor, second only to recognition, in their motivation to read.



## **Research Question 2**

Research question two was answered using frequencies and percentages of responses to the *Motivation to Read Questionnaire* (MRQ), which required participants to rate statements on a scale of 1 – 4 (one representing *Very different from me* and four representing *A lot like me*) the extent to which each student is motivated to read. Survey items related to extrinsic motivational factors (Competition, Recognition, Grades, Compliance, and Social Reasons) were separated from the intrinsic factors for data analysis in this study.

Research question two revealed that overall 4<sup>th</sup> grade students strongly agreed with items representing recognition for reading that were included on the survey. Of the items posed, students overwhelmingly identified themselves as someone who likes to be recognized by the teacher and get compliments for reading. This supports the previous research that affirms a great teacher can provide sufficient extrinsic motivational factors to influence students to reach their full potential (Nonte, Hartwich, & Willems, 2018). The current study also found that 4<sup>th</sup> graders disagree that reading for social reasons is a good way to describe themselves. Fourth grade students were almost evenly divided among the amount of influence of competition, grades, and compliance as factors that motivate them to read which may indicate that these factors do not have a compelling influence to for 4<sup>th</sup> grade students.

## **Research Question 3**

Research question three was answered using frequencies and percentages of responses to the *Motivation to Read Questionnaire* (MRQ), which required participants to rate statements on a scale of 1 – 4 (one representing *Very different from me* and four representing *A lot like me*) the extent to which each student is motivated to read. Survey items related to extrinsic motivational factors (Competition, Recognition, Grades,

Compliance, and Social Reasons) were separated from the intrinsic factors for data analysis in this study.

Research question three indicated 5<sup>th</sup> grade students overall identified with all of the extrinsic motivational factors including recognition, grades, competition, and compliance, but social reasons was the least of all like them. This finding supports past research that asserts with each advancing grade, it appears that intrinsic motivation weakens (Deci & Ryan, 2000; Houghton, 2015; Melekoglu, 2017; Klauda & Guthrie, 2015; Schiefele, Stutz, & Schaffner, 2016). Since reading, for striving readers in grades 3-5, tends to be an undesirable task, extrinsic motivation can be particularly helpful. Generally, these students have struggled for years, which contributes to a decrease in their intrinsic motivation. The current study demonstrates support for research by Kerns and Bryan (2018) in that American educators need to start placing more importance on fostering intrinsic motivation to read by increasing the use of extrinsic motivational factors that influence upper elementary students in reading. External motivation can be a useful and an effective tool for getting these students to stay motivated and on task when they have no desire to do so.

#### **Research Question 4**

Research question four was answered using frequencies and percentages of responses to the *Motivation to Read Questionnaire* (MRQ), which required participants to rate statements on a scale of 1 – 4 (one representing *Very different from me* and four representing *A lot like me*) the extent to which each student is motivated to read. Survey items related to extrinsic motivational factors (Competition, Recognition, Grades, Compliance, and Social Reasons) were separated from the intrinsic factors for data analysis in this study.

Findings from a past study by Pennington (2017) indicated that there was a lack of agreement in perceptions of the students' motivation to read. In contrast, findings from the present study indicate a sense of consistency between student perceptions in 3<sup>rd</sup>, 4<sup>th</sup>, and 5<sup>th</sup> grades. With regard to the factor of recognition, all grade levels expressed agreement that that factor was the most influential for motivating them to read.

### **Research Question 5**

Research question five, *How do extrinsic motivational factors influence 3<sup>rd</sup> grade students in reading?*, was answered by using a qualitative inductive coding process. In an attempt to capture a more in-depth understanding of the influence that extrinsic motivational factors have on 3<sup>rd</sup> grade students' motivation to read, 3<sup>rd</sup> grade students from each of the four participating campuses were interviewed regarding their perceptions on the themes of: recognition, competition, grades, compliance, and social reasons.

Responses to research question five were organized into subthemes related to how extrinsic factors influence 3<sup>rd</sup> grade students' motivation to read. Students' responses to interview questions pertaining to extrinsic motivational factors were consistent across all four participating campuses and were assigned to four subthemes including: (a) praise/rewards/prizes, (b) challenge and competition, (c) good grades, and (d) compliance.

**Praise/rewards/prizes.** Overall, third graders shared the ways they are extrinsically motivated to read. They indicated their feelings regarding recognition as being very motivating; however, some 3<sup>rd</sup> grade students shared feedback that it was not simply praise from teachers or parents; instead, they felt that praise was more effective when paired with rewards or prizes. Through praise/rewards/prizes, students reported that they felt better about their ability to read and were more willing to try. This finding was

consistent with Kerns and Bryan (2018) who found that some solutions include providing extrinsic motivators are effective for fostering intrinsic motivation. Understanding these solutions can help parents and teachers organize the learning process in a way that best supports the students' needs and interests. It is all about finding the proper motivation. Sometimes the right incentive serves as the hook that gets students invested in learning. Kids are still developing and building up their experiences that provide the basis for intrinsic motivation. So if they need a little external motivation to master a new skill or tread into unfamiliar territory, that is okay. Third grade students considered praise a highly motivating factor to get them reading; however, it was also commonplace that rewards (such as "Super Bucks") added strength to the praise given. Most third graders desired praise from their teachers or parents without a preference of either one specifically. The responses from study participants was reaffirmed by research that found that a great teacher can provide sufficient extrinsic motivational factors to influence students to reach their full potential (Nonte, Hartwich, & Willems, 2018).

**Challenge and competition.** Half of the third grade participants in this study stated that they considered being challenged or in competition with others to be a motivational factor for reading. The challenge or competition of participating in school wide reading programs adds to the excitement of reading, even for striving readers. Overall, the desire to outperform others, by reading more or being the first to achieve in reading, motivates 3rd graders. This finding provides opposition to the research literature by Schiefele, Stutz, and Schaffner (2016) that stated that competition-oriented reading motivation (a component of extrinsic reading motivation) did not predict reading comprehension; instead, it negatively affected reading comprehension. Findings from the current study revealed that 3<sup>rd</sup> grade students who are reading below their grade level still felt that the challenge of competition inspires them to read.

**Good grades.** Third grade students overwhelmingly stated that good grades motivate them to read. All but one student interviewed felt that the pursuit of good grades made them try harder in reading. This finding agrees with McGeown, Osborne, Warhurst, Norgate, and Duncan (2016), who found that being motivated to achieve good grades predicted engagement in school reading.

Similar to the participants' feelings about praise, third graders thought that rewards and prizes enhanced the motivation to try to earn good grades. One student's response to the researcher's probing question regarding which was considered most important, grades or rewards, was that he was not sure because he liked them both. This finding supports the Incentive Theory (Bowers, 1989) and The Engagement Model of Reading Comprehension Development (Guthrie & Wigfield, 2000). Rewards, including grades, are important motivators to do (or not do) things.

**Compliance.** Third grade participants felt that reading because someone told them to was also motivating. However, the external requirement was not enough for some third graders. These students expressed a desire to receive a reward or recognition for their reading. This finding is also consistent with Bowers' Incentive Theory (1989) as mentioned previously. Other students felt that doing something fun was more motivating than just being told to read. This finding supports The Engagement Model of Reading Comprehension Development in which Guthrie and Wigfield (2000) identified nine classroom beliefs that foster motivation and engage readers. Compliance was not identified as one of these.

### **Research Question 6**

Research question six, *How do extrinsic motivational factors influence 4<sup>th</sup> grade students in reading?*, was answered by using a qualitative inductive coding process. In an attempt to capture a more in-depth understanding of the influence that extrinsic

motivational factors have on 4<sup>th</sup> grade students' motivation to read, fourth grade students from each of the four participating campuses were interviewed regarding their perceptions on themes of: recognition, competition, grades, compliance, and social reasons.

Responses to research question six were organized into subthemes related to how extrinsic factors influence 4<sup>th</sup> grade students' motivation to read. Students' responses to interview questions pertaining to extrinsic motivational factors were consistent across all four participating campuses and were assigned to four subthemes including: (a) recognition and rewards, (b) competition, (c) grades, and (d) compliance.

**Recognition and rewards.** Fourth grade students felt that praise from parents and teachers motivated them as well as receiving rewards or prizes for their reading. Repeatedly, students stated that being told that they are doing well inspires them to read. Gender or other demographical information did not seem to have any bearing on the feelings these students had towards recognition. This finding supports Gambrell, Palmer, Codling, and Mazzoni (1996) who found that there were no significant differences in gender, but there was a difference between good and poor readers and their motivation to read.

**Competition.** Five out of eight fourth grade participants felt that competition in reading made them nervous and negatively affected their performance and motivation to read. The majority did not like it. This outcome agrees with Schiefele, Stutz, and Schaffner (2016) in their study, which concluded that competition-oriented reading motivation (a component of extrinsic reading motivation) did not predict reading comprehension; instead, it negatively affected reading comprehension.

Contrarily, three out of eight 4<sup>th</sup> grade students stated that the desire to outperform others remained a motivating factor for them. They concluded that competition with their

peers and other students from neighboring schools encourages them to improve their reading. This was different from the past literature indications that competition was a negative factor for reading motivation for striving readers (Klauda & Guthrie, 2014).

**Grades.** Fourth grade students shared their responses to grades as a motivating factor for their reading in interviews with the researcher. For six out of eight striving 4<sup>th</sup> grade readers in the current study, grades positively influence them to work harder and do better in reading. This finding is consistent with research by McGeown, Osborne, Warhurst, Norgate, and Duncan (2016), which found that there was considerable variation in the factors predicting engagement in different reading activities. Overall, 4<sup>th</sup> grade students felt that grades strongly motivated them; however, some students talked about the inability to achieve good grades and its effect on their motivation to read.

### **Research Question 7**

Research question seven, *How do extrinsic motivational factors influence 5<sup>th</sup> grade students in reading?*, was answered by using a qualitative inductive coding process. In an attempt to capture a more in-depth understanding of the influence that extrinsic motivational factors have on 5<sup>th</sup> grade students' motivation to read, 5<sup>th</sup> grade students from each of the four participating campuses were interviewed regarding their perceptions on themes of: recognition, competition, grades, compliance, and social reasons.

Responses to research question seven were organized into subthemes related to how extrinsic factors influence 5<sup>th</sup> grade students' motivation to read. Students' responses to interview questions pertaining to extrinsic motivational factors were consistent across all four participating campuses and were assigned to four subthemes including: (a) praise/encouragement/prizes, (b) competition, (c) grades, and (d) compliance.

**Praise/encouragement/prizes.** Fifth grade participants shared responses indicating that praise, encouragement, and prizes have a positive influence on their motivation to read. Students expressed emotion as they provided examples when teachers provided the praise and encouragement they needed to motivate them to keep going even though they struggled with reading. This finding supports the need for more research studies specifically on the extrinsic factors of recognition and rewards and their influence on striving readers. Through previous studies, researchers have discovered significant correlations between reading motivation, amount of reading, and achievement (Tsujimoto, 2015; McGeown, et al., 2015; Stutz, Schaffner, Schiefele, 2016; Wigfield, Gladstone, & Turci, 2016); however, very few studies specifically address the influence of recognition on striving readers.

Fifth graders also noted that receiving prizes also motivates them to read; however, they felt that it was secondary to praise and encouragement. This finding is contrary to the study by Houghton (2015) that suggests that engaging students in goal setting may improve reading achievement intrinsically, but rewards were not found to be a significant motivator. One explanation for the difference in results could be that Houghton (2015) was examining reading achievement collected from pre- and post-tests, while the current study focused on responses collected from interviews. By conducting interviews, the current study was able to obtain a deeper understanding and an increase in the likelihood that students would provide more information through probing questions that pre- and post tests could not provide.

**Competition.** Overall, fifth grade participants responses did not favor competition to motivate them to read. Again, this finding was consistent with Schiefele, Stutz, and Schaffner (2016) in their study, which concluded that competition-oriented reading motivation (a component of extrinsic reading motivation) did not predict reading



comprehension; instead, it negatively affected reading comprehension. One 5<sup>th</sup> grade student expressed dislike for “going against her friends” because her friends “can read faster”.

**Grades.** In general, fifth graders stated that they desired to make good grades and felt that grades are motivating when it comes to reading. As striving readers, however, they agreed that they might not always be able to make the grades they wish to make, which sometimes affects their motivation to read. This finding is consistent with research by McGeown, Osborne, Warhurst, Norgate, and Duncan (2016), which found that there was considerable variation in the factors predicting engagement in different reading activities, such as reading for pleasure, reading for information, or reading silently.

**Compliance.** The majority of the 5<sup>th</sup> grade participants felt that compliance did actually serve as a motivating factor to read. Unlike responses from 3<sup>rd</sup> and 4<sup>th</sup> grade participants in the current study, 5<sup>th</sup> graders stated that expectations play an important role in compliance and, to some fifth grade students, compliance is synonymous with expectation or inspiration. This finding supports Wigfield and Eccles’ (2000) expectancy–value model of academic achievement, which says that the motivation to do well comes from what the individual expects as the outcome and the value that individual places on the task. One of the fifth grade participant’s response clarified compliance as a motivator for reading. If they are expected to do their best in reading and they have someone to remind them to do more, it keeps them focused on improving.

### **Implications**

As a result of this study’s examination of student perceptions regarding extrinsic motivational factors and reading, implications for teachers, parents, campus administrators, and policy makers emerged. For teachers, the research provided a deeper insight about the perceptions striving readers in grades 3-5 have in regards to what

motivates them to read. For parents, the research provided a profound understanding of the influence they have on their child's education. For campus administrators, the current research study provided students with a voice to be acknowledged and shared by schools everywhere. For policy makers, such as state and federal education agencies and governmental officials, the research provided the need for students' opinions to be heard.

### **Implications for Teachers**

Teachers play a critical role in reading instruction. Reading motivation and reading comprehension have a close correlation to each other as demonstrated in multiple studies and are both vital to learning (Liu & Hou, 2018; Louick, Leider, Daley, Proctor, & Gardner, 2016; Miyamoto, Pfost, Artelt, 2017; Nonte, Hartwich, & Willems, 2018; Proctor, Daley, Louick, Leider, & Gardner, 2014). There is critical need for all teachers, regardless of grade level, to find out from students themselves what motivates them to read (Malloy, et al., 2017). It is imperative that educators start placing more importance on fostering intrinsic motivation to read by increasing the use of extrinsic motivational factors that influence reading (Kerns & Bryan, 2018). This study also brought forth the idea that teachers can provide praise or recognition without much preparation or preplanning. Teachers can reinvent the system of rewards/recognition. Providing extrinsic motivation does not have to mean a tangible reward for every little thing. Goal-setting and providing praise for accomplishing these goals can help foster intrinsic motivational. This study provided support for previous studies such as Nonte, Hartwich, & Willems (2018) that found that a great teacher can provide sufficient extrinsic motivational factors to influence students to reach their full potential in reading. The key is to build a relationship with every student and find out what motivates him or her. This research revealed that not all students are motivated by the same factor. Since one of the findings from this research revealed that grades are not necessarily a positive motivator

for reading for some students, this could imply that another method or system of assessment could be useful in the classroom. Task completion checklists, teacher feedback and conferencing with students, may be viable alternatives to the traditional grading systems. It is the responsibility of educators to know their students and provide them all with the means to be successful and grow as readers and contributors to society.

### **Implications for Parents**

Often parents express that they feel out of touch when it comes to the education of their child. For parents, this research revealed the influence they have on their child's motivation to read. The attitude parents possess and demonstrate to their children that means more to their children than parents may imagine (Petscher, 2009). Based on the findings concluded from the current study, parents should recognize the relationship between student attitudes towards reading and achievement in reading. The more extrinsic motivation that parents can provide, such as praise and recognition, celebrations, helping with goal-setting, and rewards, the better the relationship is for their child. For example, parents can help their child set goals and devise a plan for achieving them, then celebrate. The parent's role involves motivating their child with so many extrinsic factors that the child ultimately will become intrinsically motivated.

### **Implications for Administrators**

Campus administrators need to consider offering professional development opportunities for staff (teachers and paraprofessionals) that provide a variety of strategies for recognizing and encouraging striving reading students. They also need to purposefully seek ways to recognize students who show progress in reading even though they may not be a straight "A" student. As this study indicates, striving students are motivated by recognition. Administrators should set campus wide expectations to provide extrinsic motivation as part of teachers' daily practice.

### **Implications for Policymakers**

The implications for policymakers is that they should consider students' opinions. The leaders who make education policies that affect students need to involve them in their decisions. Many officials who make education policy have no K-12 school experience—except for having been a student for twelve years when they were growing up. That knowledge gap can be a problem for teachers, students, and their families. Various policymakers have good intentions, but they often lack a practical understanding of the realities in classrooms, schools, and communities. By listening to what students themselves have to say, policymakers will make decisions that are relevant to the experiences and needs of students.

### **Recommendations for Future Research**

Findings from this study involved obtaining feedback (quantitative and qualitative) from students. Although the findings provided data and information about students' perceptions, recommendations for future research will help expand the knowledge on this topic. This research study elicited many topics of consideration for extrinsic motivation in regards to reading. The following recommendations are based on data and findings from this study.

This study took place in four elementary schools within one participating school district located in a large, suburban school district in southeastern U.S., therefore results are only applicable to similar campuses and districts in terms of size and demographics. Data collection from a larger population and sample may produce different results. One recommendation for future research would be to include more elementary schools in different districts or schools with different socio-economic backgrounds to determine how the perceptions of the students differ based on their background. Future research could also focus its efforts on comparing striving readers with those students who do not

struggle to determine if extrinsic motivation remains as important to them. A comparison of striving readers in grades one and two with upper elementary level students could also be considered for future research since early readers who struggle tend to diminish their intrinsic motivation to read as well. Another area for future research could be the analysis of the relationship between extrinsic motivation and reading achievement. Finally, data should be collected on teacher perceptions of the influence of extrinsic motivational factors. Examining the perceptions of both teachers and students together could provide more insight in regards to the role of extrinsic motivational factors in the classroom and the emphasis placed on them by teachers.

### **Conclusion**

The relationship between motivation and learning has been well researched. Researchers suggest that extrinsic motivational factors can either have a positive or negative influence on students' motivation to read (Andreassen & Bråten, 2010; Wang & Guthrie, 2004; Schiefele, Schaffner, Möller, & Wigfield, 2012). Given that many students are not performing to standards in reading and not intrinsically motivated to read, it is imperative to increase the knowledge and understanding of the relationship between extrinsic motivation and student reading motivation. The ability to read represents an important prerequisite for all learning, and influences other skills, such as thinking, memory, employment, and socialization with others (Stutz, Schaffner, & Schiefele, 2016). Considering the fact that reading motivation decreases as each grade level increases (Wigfield, Gladstone, & Turci, 2016), this study could provide significant contributions not only to teachers and parents, but to the overall discussion on the relationship and influence of extrinsic motivational factors and student motivation to read.

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APPENDIX A:

ASSENT FORM

ASSENT FORM: CHILD PARTICIPANT (AGES 7 THROUGH 12)

DEAR PARENT/GUARDIAN OF \_\_\_\_\_,

You are being asked to help in a research project called: The Influence of Extrinsic Motivational Factors on Upper Elementary Students in Reading and the project is part of my requirements for my Doctorate degree at the University of Houston-Clear Lake. The purpose of this study is to examine the influence of things that motivate upper elementary students in reading. Your child will be asked to complete a questionnaire (Motivation to Read Questionnaire) and answer a few questions in a one-on-one interview. Your child's help will be needed for approximately 5 months.

You do not have to help if you do not want, and you may stop at any time, even after you have started, and it will be okay. You can just let the researcher know if you want to stop or if you have questions. If you do want to do the project, it will help us a lot.

Please keep the upper part of this page for your information. Thank you for your assistance.

Sincerely,

Nancy H. Barajas, M.Ed.

\*\*\*\*\*

**Title of Study: The Influence of Extrinsic Motivational Factors on Upper Elementary Students in Reading**

**Student Researcher: Nancy H. Barajas, [BarajasN8670@uhcl.edu](mailto:BarajasN8670@uhcl.edu)**

**Faculty Sponsor: Dr. Antonio Corrales, [acorrales@uhcl.edu](mailto:acorrales@uhcl.edu)**

☐ **Yes, I agree to (allow my child to) participate in the study on: The Influence of Extrinsic Motivational Factors on Upper Elementary Students in Reading**

☐ **No, I do not wish to (allow my child to) participate in the study on: The Influence of Extrinsic Motivational Factors on Upper Elementary Students in Reading**

**Printed Name of Assenting Child:**

**Signature of Assenting Child:**

**Date: .**

**Printed Name of Parent or Guardian:**

**Signature of Parent or Guardian:**

**Date:**

**Printed Name of Witness to Child's Assent:**

**Signature of Witness to Child's Assent:**

**Date:**



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APPENDIX B:

READING QUESTIONNAIRE

**The Motivations For Reading Questionnaire**

DIRECTIONS:

We are interested in your reading.

The statements tell how some students feel about reading.

Read each statement and decide whether it talks about a person who is like you or different from you.

There are no right or wrong answers. We only want to know how you feel about reading.

Here are three examples.

If the statement is **very different from you**, circle a 1.

If the statement is **a little different from you**, circle a 2.

If the statement is **a little like you**, circle a 3.

If the statement is **very different from you**, circle a 1.

If the statement is **a little different from you**, circle a 2.

If the statement is **a little like you**, circle a 3.

If the statement is **a lot like you**, circle a 4.

	Very Different From Me	A Little Different From Me	A Little Like Me	A Lot Like Me
1. I like ice cream.	1	2	3	4
2. I like to swim.	1	2	3	4
3. I like spinach.	1	2	3	4

**CIRCLE ONE ANSWER FOR EACH  
QUESTION, USING THESE ANSWERS:**

1. Very different from me
2. A little different from me
3. A little like me
4. A lot like me

- 
- |  |   |   |   |   |
|--|---|---|---|---|
| 1. I visit the library often with my family.                                     | 1 | 2 | 3 | 4 |
| 2. I like hard, challenging books.   | 1 | 2 | 3 | 4 |
| 3. I know that I will do well in reading next year.                              | 1 | 2 | 3 | 4 |
| 4. I do as little schoolwork as possible in reading.                             | 1 | 2 | 3 | 4 |
| 5. If the teacher discusses something interesting I<br>might read more about it. | 1 | 2 | 3 | 4 |
| 6. I read because I have to.   | 1 | 2 | 3 | 4 |
| 7. I like it when the questions in books make me think.                          | 1 | 2 | 3 | 4 |
| 8. I read about my hobbies to learn more about them.                             | 1 | 2 | 3 | 4 |

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|---|---|---|---|---|
| 9. I am a good reader.  | 1 | 2 | 3 | 4 |
| 10. I read stories about fantasy and make believe.                      | 1 | 2 | 3 | 4 |
| 11. I often read to my brother or my sister.                            | 1 | 2 | 3 | 4 |
| 12. I like being the only one who knows an answer in something we read. | 1 | 2 | 3 | 4 |
| 13. I read to learn new information about topics that interest me.      | 1 | 2 | 3 | 4 |
| 14. My friends sometimes tell me I'm a good reader.                     | 1 | 2 | 3 | 4 |
| 15. I learn more from reading than most students in my class.           | 1 | 2 | 3 | 4 |
| 16. I like to read about new things.                                    | 1 | 2 | 3 | 4 |
| 17. I like hearing the teacher say I read well.                         | 1 | 2 | 3 | 4 |
| 18. I like being the best at reading.                                   | 1 | 2 | 3 | 4 |

**CIRCLE ONE ANSWER FOR EACH QUESTION, USING THESE ANSWERS:**

1. Very different from me
2. A little different from me
3. A little like me
4. A lot like me

- 
- |  |   |   |   |   |
|--|---|---|---|---|
| 19. I look forward to finding out my reading grade.                  | 1 | 2 | 3 | 4 |
| 20. I sometimes read to my parents.                                  | 1 | 2 | 3 | 4 |
| 21. My friends and I like to trade things to read.                   | 1 | 2 | 3 | 4 |
| 22. It is important for me to see my name on a list of good readers. | 1 | 2 | 3 | 4 |
| 23. I don't like reading something when the words are too difficult. | 1 | 2 | 3 | 4 |
| 24. I make pictures in my mind when I read.                          | 1 | 2 | 3 | 4 |
| 25. I always do my reading work exactly as the teacher wants it.     | 1 | 2 | 3 | 4 |

MRQuestinnaire.pdf - Adobe Acrobat Reader DC

- |  |   |   |   |   |
|--|---|---|---|---|
| 26. I usually learn difficult things by reading.                   | 1 | 2 | 3 | 4 |
| 27. I don't like vocabulary questions.                             | 1 | 2 | 3 | 4 |
| 28. Complicated stories are no fun to read.                        | 1 | 2 | 3 | 4 |
| 29. I am happy when someone recognizes my reading.                 | 1 | 2 | 3 | 4 |
| 30. I feel like I make friends with people in good books.          | 1 | 2 | 3 | 4 |
| 31. My parents often tell me what a good job I'm doing in reading. | 1 | 2 | 3 | 4 |
| 32. Finishing every reading assignment is very important to me.    | 1 | 2 | 3 | 4 |
| 33. I like mysteries.  | 1 | 2 | 3 | 4 |
| 34. I talk to my friends about what I am reading.                  | 1 | 2 | 3 | 4 |

- |   |   |   |   |   |
|---|---|---|---|---|
| 35. If I am reading about an interesting topic, I sometimes lose track of time. | 1 | 2 | 3 | 4 |
| 36. I like to get compliments for my reading.                                   | 1 | 2 | 3 | 4 |
| 37. Grades are a good way to see how I'm doing in reading.                      | 1 | 2 | 3 | 4 |
| 38. I like to help my friends with their schoolwork in reading.                 | 1 | 2 | 3 | 4 |
| 39. I read to improve my grades.  | 1 | 2 | 3 | 4 |
| 40. My parents ask me about my reading grade.                                   | 1 | 2 | 3 | 4 |
| 41. I enjoy a long, involved story or fiction book.                             | 1 | 2 | 3 | 4 |
| 42. I like to tell my family about what I am reading.                           | 1 | 2 | 3 | 4 |
| 43. I try to get more answers right than my friends.                            | 1 | 2 | 3 | 4 |
| 44. If the project is interesting, I can read difficult material.               | 1 | 2 | 3 | 4 |
| 45. I enjoy reading books about people living in different countries.           | 1 | 2 | 3 | 4 |
| 46. I read a lot of adventure stories.  | 1 | 2 | 3 | 4 |
| 47. I always try to finish my reading on time.                                  | 1 | 2 | 3 | 4 |
| 48. If a book is interesting, I don't care how hard it is to read.              | 1 | 2 | 3 | 4 |
| 49. I like to finish my reading before other students.                          | 1 | 2 | 3 | 4 |
| 50. In comparison to my other school subjects, I am best at reading.            | 1 | 2 | 3 | 4 |



- |  |   |   |   |   |
|--|---|---|---|---|
| 51. I am willing to work hard to read better than my friends.                                  | 1 | 2 | 3 | 4 |
| 52. I don't like it when there are too many people in the story.                               | 1 | 2 | 3 | 4 |
| 53. It is very important to me to be a good reader.  | 1 | 2 | 3 | 4 |
| 54. In comparison to other activities I do, it is very important for me to be good at reading. | 1 | 2 | 3 | 4 |

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APPENDIX C:  
INTERVIEW GUIDE  
Student Interview Guide

1. Think about your best experience in reading. Why is it your best?
2. Think about your worst experience in reading. Why is it your worst?
3. Do your parents encourage you to read? How do they do this?
4. Tell me about your reading.  
  
Give me an example of what you mean.
5. Do you read for fun, or because you have to?
6. What kinds of things do you like to read?  
What makes you like them?
7. Does reading help you to learn? How do you use a book to learn something new in school?
8. How do you know you understand what you are reading about?
9. What happens if you discover a word you don't understand while reading?
10. Do your parents read to you ...or...Did your parents read to you when you were little?
11. How much reading do you do in the summer?  
  
Does someone motivate you to read during the summer?  
How does that help you?
12. Which one of the following do you prefer: praise from your friends or classmates, praise from your teacher, praise from your parents, praise from another adult at school, rewards/prizes, or grades?  
Why?

13. Tell me about a teacher who encourages you to read. What does he or she say or do?
14. Tell me about a friend who encourages you to read or become a better reader. What does he or she say or do?
15. Does making good grades make you try harder to be a better reader?  
Why or why not?
16. What does your teacher do to get you to read?
17. Could you share a time when your teacher did something special to make you want to read something?
18. Does your teacher ask you how you feel about what you read? YES NO
19. How does your teacher make you feel about reading?
20. How does your teacher reading to you make you feel about reading?
21. Does your teacher let you choose the books that you read? YES NO
22. How does choosing your own books to read make you feel about reading?
23. What sorts of things in your classroom make you excited about reading?
24. Do you have a lot of books to choose from in the classroom? YES NO
25. Do your parents try to get you to do your best? How do they do that?
26. Which of the following motivates you to read the most: praise, prizes, grades, knowledge or just because you want to? \* Give me an example please.