University of Szeged, Faculty of Arts
Graduate School of Educational Sciences

Beáta Szenczi

Reading motivation of 8–14 year-old students

Theses of a PhD Dissertation

Supervisor:
Krisztián Józsa, PhD

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INTRODUCTION

Reading literacy is crucial for the learning society of the 21st century. The function and the importance of reading have changed in society as well as in education as it is the core of life-long learning and life-wide learning. For this reason its development has become one of the most important goals of education (*OECD*, 2006).

Reading literacy, in the wider sense, does not only mean the decoding and understanding of written texts but also the willingness to read, the ability to engage in reading and all the reading motives that make these possible. International studies define reading as "understanding, using, reflecting on and engaging with written texts, in order to achieve one's goals, to develop one's knowledge and potential, and to participate in society" (*OECD*, 2009 23. o.). Engagement, in this sense, implies the motivation to read and includes a range of affective and behavioural processes (*Mullis*, *Kennedy*, *Martin* and *Sainsbury*, 2006; *OECD*, 2009).

An individual's interest in reading, their attitudes towards reading and the time spent with reading are all in a strong relationship with reading comprehension (*Cox* and *Guthrie*, 2001). The more motivated an individual is to read, the more time they will spend on reading, which will consequently provide more opportunities for practice. This kind of individual practice can compensate for an unfavourable socioeconomic background (*Kirsch*, *deJong*, *Lafontaine*, *McQueen*, *Mendelovits* and *Monseur*, 2002) or for years of school failure (*Guthrie* and *Wigfield*, 2000). The system of motives and skills are in a strong relationship with each other (*Józsa*, 2005), therefore shaping reading motivation, besides improving skills, is one of the basic responsibilities of school.

National and international large-scale studies all point out that the reading performance of Hungarian students does not meet the expectations of the 21st century (*Csíkos*, 2006; *Horváth*, 1994, 1996; *Vári*, 2003). Besides reading comprehension, international studies have also examined the underlying affective and motivational processes of reading. According to the results, Hungarian students are also lagging behind in the development of reading motives (*Artelt*, *Baumert*, *Julius-Mc-Elvany* and *Peschar*, 2003). As a response to these results, there has been an outgrowth of research to explore reading skills and to discover possible ways of improvement in Hungary (see, for example, *Józsa*, 2006). However, the underlying motivational aspects of the development process have not been emphasized to the same extent. Research is needed to explore how students in Hungary feel about reading, what they prefer to read, how much they read, why they read, what they think about their own reading skills and reading performance and what factors influence all these.

The aim of this thesis is to describe a theoretical framework for operationalizing reading motivation as the drive for reading. In order to reach this aim, we need to thoroughly review the international literature on reading and learning motivation. In our empirical research, we map reading motives of elementary school students in order to describe their characteristics, to discover their link to performance and to investigate some factors affecting them.

THEORETICAL BACKGROUND

Learning motivation theories have revealed a complex system of motives (*Józsa*, 2007). Research of the past decades have focused on specific motives of learning motivation like goals (*Elliot*, 1997; *Harter*, 1981; *Pintrich* and *Schunk*, 1996) or academic self-concept (*Marsh* and *Craven*, 1997; *Van Damme*, *Opdenakker*, *de Fraine* and *Mertens*, 2004) across skills and domains.

However, research findings suggest that examining domain- or skill-specific motives provide more detailed information on the operation and nature of motives than examining learning motives in general, although it is yet to be explored whether the above mentioned motivational constructs represent the same mechanisms in all ages and domains. Learning motives initiate and support a wide range of activities in the different areas of learning; therefore it cannot be assumed that they operate in exactly the same way across domains. Research has shown, for example, that school-aged children believe some of their skills are easier to develop than others, consequently, they put more effort in the improvement of these skills (*Freedman-Doan*, *Wigfield*, *Eccles*, *Blumenfeld*, *Arbreton* and *Harold*, 2000). For example, a student may feel that they are hopeless in mathematics, but their abilities are promising in terms of reading. Besides differences in quality, domain-specific motives differ in terms of quantity. Learning motivation constructs like interest, perceived competence, intrinsic motivation or self-efficacy can be stronger in one domain and weaker in another at the same time (*Eccles*, *Wigfield*, *Harold* and *Blumenfeld*, 1993). For example, an individual can have a strong sense of self-efficacy or a positive self-concept in reading, but a weak sense of self-efficacy and low self-concept in mathematics.

Research in Hungary identifies reading motivation as an interest in a specific content or genre – most commonly, in a canon of literature. International studies proceeding from the domain-specific nature of learning motivation define reading motivation on a broader, dynamic level and identifies it as a complex system of multiple components. This corresponds to the definition of OECD. Following the framework of learning motivation theory, international reading motivation research has successfully identified several components of reading motivation already known from learning motivation research as well as some domain-specific reading motives. These components are briefly reviewed below.

Reading self-concept: Empirical research on the structure of self-concept (*Józsa*, 1999; *Marsh*, 1990) have proven that there is not only one learning self-concept but several, relatively independent subject- and skill-specific self-concepts that are in a loose relationship with each other. Reading self-concept is one of these skill-specific self-concepts. The hierarchical, multidimensional Marsh/Shavelson model of academic self-concept identifies reading self-concept as students' own evaluations their reading skills, abilities and interests (*Marsh*, 1993).

Reading self-efficacy: In the reading motivation model of *Wilson* and *Trainin* (2007) reading self-efficacy was defined as the perception of students on how well they would perform on a specific reading task such as on the spelling of words. *Guthrie*, *Hoa*, *Wigfield*, *Tonks*, *Humenick* and *Littles* (2006), however, provide a more comprehensive definition and regard one's own subjective ability beliefs and expectancies as crucial constructs of self-efficacy.

The value of reading: Expectancy-value theory (*Wigfield* and *Eccles*, 2000) argues that individuals' level of motivation increases in line with the subjective expectation for success

and task value. The more chance the individual believes to have to successfully complete a task and the more valuable an individual thinks the task is, the more motivated they are to perform it. There are different components of the value attributed to a specific task (*Wigfield* and *Eccles*, 2000). *Utility value* or *usefulness* refers to the subjective opinion of the individual on how useful the task or the acquisition of an ability is in performing other tasks (*Eccles* et al., 1983). For example, if students believe learning to read well is important from the perspective of their future welfare, they are more likely to put much effort in learning and practicing it. *Attainment value* or *importance*, that is, an individual's perception on how important it is for them to perform well on a given task, works similarly. If it is important for students to learn to read well in order to be able to use their skills effectively, they are motivated to read (*Wigfield* and *Eccles*, 2000).

Goal orientations in reading: Goal orientation theory examines the reasons why and how students engage in given tasks, for example in reading tasks. *Dweck* and *Leggett* (1988) identify two types of goals in achievement situations: mastery goals and performance goals. Mastery goal refers to the intention of the individual to increase their competence, while performance goal refers to the intention to get one's competence acknowledged by others (*Fejes*, 2011; *Józsa*, 2007). Another dimension to differentiate between goals is the approach-avoidance dimension, that is, whether the individual seeks achievement situations or tries to avoid them (*Linnenbrink* and *Pintrich*, 2001). There are four types of goals to the above mentioned dimensions: mastery approach, mastery avoidance, performance approach and performance avoidance (*Fejes*, 2011).

Social motives of reading: *Wigfield* and *Guthrie* (1997) defined social motives as domain-specific motives of reading motivation. This broad category includes all motives that are aimed at sharing the meaning gained from reading with others (*Wigfield*, *Guthrie* and *McGough*, 1996).

Interest in reading, attitudes: Interest as a motive is a psychological state which drives the individual to engage and re-engage in certain group of ideas, events and objects (*Hidi* and *Renninger*, 2006). Interest in reading is always the result of the interaction between an individual and a specific content (*Krapp*, 2000), that is, it is content-specific, it cannot be interpreted across tasks. Inherited curiosity and learned attitudes are both considered as the basis of interest (*Nagy*, 2000). *Alexander* and *Filler* (1976) defined reading-specific attitudes as a system of reading-related emotions, which drive the individual to approach or avoid reading situations (*Alexander* and *Filler*, 1976, p1).

Flow in reading: Flow as defined by *Csíkszentmihályi* (1991) is not a single motive but rather a psychological state that is the result of the simultaneous workings of several motives. According to flow theory, when one is fully immersed in something, they get into an optional emotional state. This optimal mental state is self-rewarding, thus it drives the individual to repeat and continue the activities causing flow. That is to say, flow results in experience driven motivation. *Csíkszentmihályi* (1991) describes reading as a typical flow activity.

International research examines the above mentioned motives in different ways. One tradition studies only one motive already identified in learning motivation at a time and draws conclusions in the domain of reading – and, quite often, in other domains like Maths at the same time. Another tradition, also studying one motive at a time, starts out from the domain-specific nature of learning motives and regards the reading motive a domain-specific learning motive. These studies measure the single reading motive along with other domain-specific learning motives (for example reading self-concept and mathematics self-concept) at the same

time. Sometimes this single motive is reading motivation itself as a unidimensional construct. A third tradition of reading motivation research uses multi-motive surveys to map a multi-component model of reading motivation. Questionnaires are most often used to explore reading motivation as a complex construct on its own, but we can also find examples of interviews in the literature.

AIMS AND HYPOTHESES

The aim of our research is to map the reading motivation of elementary school students in Hungary, to explore the factors that affect it and to discover its relationship with reading performance. Two pilot studies and a major research were carried out. The first pilot looked at one of the motives of reading, namely reading self-concept, while the second one examined reading motivation as a single, unidimensional construct. The first survey, carried out with *Krisztián Józsa*, focused on reading self-concept as a fundamental component of learning self-concept (*Szenczi* and *Józsa*, 2008, 2009). The aim was to capture the domain-specific nature of self-concept. In other words, our goal was to explore the relationship of reading self-concept as a reading motive with other domain-specific self-concepts. Hypotheses of the first pilot study are as follows:

H$_1$: *Domain-specificity*: Self-components already identified by international literature can be found among Hungarian students as well. The different self-concepts can be isolated from each other.
H$_2$: *Characteristics of self-components*: The majority of elementary school students have positive self-concepts, but there are significant differences in the characteristics of these self-concepts. The level of self-concept declines with age. As for academic self-concepts, reading self-concept declines slower than mathematics self-concept.
H$_3$: *Intercorrelation*: The relationship between the different self-components is moderate. The structure of self-concept is hierarchical. Domain-specific learning related self-concepts form an academic self-concept on a higher level of the hierarchy. On the highest level, self-components are structured into a general self-concept.
H$_4$: *The relationship between self-components and performance*: There is a relationship between self-concept and performance. Self-components of a given domain have the strongest relationship with performance in that domain. For example, reading self-concept is most strongly linked to reading comprehension performance and reading grade.
H$_5$: *External links:* There is a link between self-components and certain characteristics of the family background and between self-components and IQ. There is a strong relationship between self-concept in a given subject and attitudes to that subject. In other words, students presumably prefer subjects they think they are good at. Significant differences are assumed between male and female students regarding the level of the different self-components.

The second pilot study examined unidimensional reading motivation among students with and without general learning disabilities. The study was carried out by *Krisztián Józsa, Margit Fazekasné Fenyvesi, Rita Kelemen* and *Beáta Szenczi* (*Józsa* and *Fazekasné*, 2008; *Kelemen*, *Józsa* and *Szenczi*, 2010). It was an important antecedent to our central study as it was the first

study to examine Hungarian students' reading motivation while comparing students with and without general learning disabilities. The hypotheses of the second pilot study were:

H_1: Reading motivation of students declines with age.

H_2: There are crucial differences between the reading motivation of students with and without general learning disabilities. The level of reading motivation among students with learning disabilities is lower in all grades than the level of reading motivation among majority students.

H_3: Reading comprehension performance and word reading skills are both linked to reading motivation.

H_4: Family background, gender and IQ all relate to reading motivation.

Our major study examines reading motivation as a domain-specific, multidimensional construct. In our research, reading motivation is defined as multi-component system of domain-specific motives that play a role in initiating and continuing a reading activity as well as in engaging in reading regardless of the content. Reading motivation as a unique construct is a system of motives, that is, a system of internal components serving as benchmarks of the reading behaviour.

Our research covers the elementary level. The reason for examining this population is the well-established finding of the literature that the process of learning to read and the affective experiences gained during the process have an impact on the learning process in all other domains as well as on the level of motivation in these domains later on (*Chapman* and *Tunmer*, 2002). Exploring the characteristics of reading motivation and mapping its development can serve as the basis for studying learning motivation as a domain-specific construct in other areas as well.

In Hungary, the content-independent, multi-component model of reading motivation has not been established yet, nor is there a well-established model of reading motivation in international literature. Due to the lack of these, there are no empirically validated instruments to measure it. Therefore, our first aim was to develop instruments that enable the measuring of reading motivation on the elementary level. In order to realize this aim, we need to thoroughly examine the international literature of reading motivation and adapt multiple models to the Hungarian circumstances. Once the instruments are developed, we aim to explore the characteristics of the reading motives of Hungarian students. The two crucial factors affecting the development of reading ability and reading motives, home and school context, are also investigated. Hypotheses of the central study are grouped into 5 categories.

1. Measurement:

H_1: Structured and semi-structured interviews are reliable sources of information to draw conclusions on the workings of reading motives at the beginning of the process of learning to read.

H_2: Questionnaires are reliable sources of information to draw conclusions on the operation of reading motives at later phases of the process of learning to read.

H_3: Factor analysis confirms the existence of motives discussed in the literature of learning and reading motivation in the Hungarian sample.

H_4: Semi-structured interviews are reliable means of studying the sources of self-concepts and the goals of learning to read among second-grade students.

H_5: Word reading with pictures is a reliable way of drawing conclusions on the workings of the word reading skill in grade 2.

H_6: Reading comprehension tests are reliable ways of drawing conclusions on the workings of reading comprehension skills in grade 4, 6 and 8.

2. Motives:

H_7: At the beginning of the process of learning to read, students are highly motivated.

H_8: The strength of motives gradually decreases in upper grades.

H_9: There are significant differences in the motives in different grades.

H_{10}: Even from the beginning, there are several distinctive features in the strength of motives between the two genders.

3. Intercorrelation:

H_{11}: Reading motives are interrelated from the onset of the learning process.

H_{12}: There is a stronger relationship within motives belonging to a certain category (values and expectancies) than the relationship between different categories.

H_{13}: The relationship between the different categories is stronger in the upper grades than in the lower grades.

4. Motives and performance:

H_{14}: There is a positive relationship between the reading motives and reading performance.

H_{15}: The strength of this relationship changes as a function of the indicator of reading performance: correlation between reading motives and grades, and reading motives and reading test results are different.

H_{16}: The correlation of reading motives and grades is stronger than the correlation of reading motives and reading skills as measured by standardized tests.

H_{17}: Students with highly developed reading skills are not necessarily motivated to learn.

H_{18}: Reading motivation partly explains individual differences in reading ability.

5. External links:

H_{19}: Reading motives of students are linked to certain aspects of the home and school environment.

H_{20}: Feedback from the teacher as well as from the parents has a strong impact on students' reading motives at the beginning of the process of learning to read.

H_{21}: Students' goals of learning to read are shaped by parents' and teachers' practices.

H_{22}: There is a link between certain features of one's family background and their reading motives.

Results of our central study concerning the features of the school environment have paved the way for an additional survey on the beliefs of teacher trainees and practicing teachers about reading, the process of learning to read and about reading motivation. A small-scale study was carried out to analyse beliefs of teachers and teachers-to-be. The study used quantitative and qualitative methods and was carried out with *Zsuzsanna Nagy*. Hypotheses of the additional survey are as follows:

H$_1$: Both teacher trainees and teachers define reading as an ability. The two most important components of this ability are decoding and understanding.

H$_2$: Both teacher trainees and teachers apply a narrow definition of reading motivation and regard it as a construct having to do with interest for certain texts and the frequency of reading activities.

H$_3$: In line with the definition described above, teacher trainees and teacher-practitioners believe the best way to develop reading motivation is to provide students with interesting texts to read in order to arouse their interest in reading.

H$_4$: There is a significant difference between the definitions and preferred methods of teacher trainees and practicing teachers. This difference can be attributed to experience.

METHODS

During the first pilot study, we adapted the SDQ-I (*Self-Description Questionnaire I*), which is based on the Marsh/Shavelson model of hierarchical self-concept. The Hungarian instrument consisted of 76 self-evaluating Likert-scale items just like the English original. Students from grade 3 (N=218), grade 5 (N=194) and grade 7 (N=174) participated in the survey (N=586). The ratio of males and females was the same in all sub-samples. 59% of the participants were male in grade 3, 56% in grade 5, 51% in grade 7. Data were collected at the beginning of 2008.

The second, one-dimensional pilot study aimed at the study of unidimensional reading motivation. The questionnaires were filled out by majority students and students with general learning disabilities in grade 3 (N$_{non-LD}$=298; N$_{LD}$=236), grade 5 (N$_{non-LD}$= 323; N$_{LD}$=148) and 7 (N$_{non-LD}$=319; N$_{LD}$=226). We used 3-point Likert-scale items. The instrument was developed on the basis of *Falus* (2003). Data collection took place in the first quarter of 2008.

The major, empirical study looked at ten components of reading motivation. Based on the adaptation of national and international instruments, we have prepared two versions of the questionnaire to measure these motives: one to be used in grades 1 and 2 of the elementary school and another one to be used in upper grades of the elementary school. Reading motives were studied with the help of structured and semi-structured interviews in the lower grade (grade 2); while in upper grades (grade 4, 6, and 8) the questionnaires were filled out by the students themselves. In grade 2, the questionnaire included open-ended questions, which were aimed at the sources of reading self-concept as well as the goals of learning to read. Answers were audio recorded, and analysed by the method of content analysis. Reading tests were used to evaluate the reading performance of students. In grade 2, we used the test called Word reading through pictures (*Nagy*, 2006), in grade 4, 6 and 8 we used reading comprehension tests developed by *Krisztián Józsa* and *Mihály Hrabovszky*. Based on the PIRLS (*Progress in International Reading Literacy Study*) background questionnaires, we developed questionnaires for parents and for teachers to map the aspects of the family and the school context. Participants of the study were students from grade 2 (N=135), grade 4 (N=218), grade 6 (N=278) in 24 elementary schools from 3 counties, Csongrád, Pest and Bács-Kiskun. This involved 890 students in total. Data were collected in November, 2010. Additional surveys were carried out to study the reading- and reading motivation-related beliefs of teacher trainees and practicing teachers. The small-scale survey involved 37 teacher trainees being in their second or third year of studies and 60 teacher-practitioners. About half of the

teacher-practitioners had more than 10 years of experience in the field of teaching. The questionnaire consisted of Likert-scale items and open-ended questions. Data were collected online at the beginning of 2011.

RESULTS

Reading motives of Hungarian students were explored through one major study and three additional ones. The basis of the empirical research is a major study, which was preceded by two pilot studies and followed by an additional survey. After briefly summarizing the objectives of the individual studies, results of the empirical research are described by the hypotheses stated above.

The first pilot study examined the relationship of a reading motive, reading self-concept to performance, attitudes and other self-components. The domain-specific nature of motives was first described by studies on self-concept. Research results conclude that there is not one, comprehensive learning self-concept, but different domain- and skill-specific self-concepts. Our pilot study on self-concept aimed at exploring whether self-components described by international models can be identified and isolated among Hungarian students as well. We also aimed at mapping reading self-concept in the hierarchy of self-concepts.

Hypotheses were grouped into five categories. Results of the first pilot study are discussed in line with these categories as follows:

H_1: *Domain-specificity:* Our results show that the self-components identified by international research can also be identified among Hungarian students. Moreover, self-components can be isolated in student's thinking. This result underlines the domain-specificity of self-concept. Based on this result we have a reason to hypothesize that other motives are also domain-specific.

H_2: *Characteristics of self-components*: Our data shows that the majority of elementary school students have a positive self-concept, but characteristics of the different self-components differ among them. The older the students are, the lower the level of self-concept is among them. Although reading self-concept does not decline as much as mathematics self concept, its decline is significant.

H_3: *Intercorrelation:* There is a moderate relationship between self-components. Analysis of the structure of self-concept confirmed that the different learning-related self-concepts do not form one academic self-concept on a higher level of the hierarchy. School self-concept has the strongest link to reading self-concept in upper grades, while Mathematics self-concept gradually becomes independent of other academic self-components. This result underlines those international findings that suggest reading self-concept plays an important role in the development of general school self-concept, and, presumably, it is the basis of other learning-related self-concepts. Therefore, we have a reason to believe that reading-related motives play a central role in the development of all learning motives.

H_4: *The relationship between self-components and performance:* There is a relationship between self-concept and performance. Specific domain-specific self-components have the strongest relationship with the performance in that given domain. For example, reading self-concept has a strong relationship with reading comprehension and with reading grade. The strength and direction of this relationship depends on the performance indicator chosen, i.e.

on whether we use grades or skills as performance indicators. Reading self-concept is only affected by grades.

H$_5$: *External links:* Self-components are linked to certain characteristics of the family background as well as to IQ. There is a significant difference in the self-concepts of students with parents with different school qualifications: students whose parents have higher qualifications have a higher level of self-concept in reading. We can also see a link between preferences towards certain subjects and the level of self-concept in those domains. In upper grades, students prefer those subjects in which they think their performance is better.

Our second pilot study examined reading motivation from a unidimensional perspective. In the second pilot study reading motivation was regarded as an individual, homogeneous system. The aim was to map the development process of reading motivation in general and to discover its link to performance and other variables like IQ and gender. Our research provided the opportunity to examine the impacts of different developmental paths on reading motivation as a complex construct. Our survey involved students with and without general learning disabilities. Data were collected in 2008.

Results confirmed that the instrument developed works well both with majority students and students with general learning disabilities. Simplified, three-point Likert-scale items made it easier for students with learning disabilities to fill in the questionnaire. Reliability of the instrument is satisfactory among these students as well. Further results categorized by the hypotheses are as follows:

H$_1$: *Age:* Results of the cross-sectional study showed that the level of reading motivation declines with age among students.

H$_2$: *Different developmental paths:* The hypothesis that there is a significant difference between the reading motivation of majority students and the reading motivation of students with general learning disabilities was partly confirmed. The difference between the two subsamples of students is significant in grades 3 and 5. In these classes the level of reading motivation of students with general learning disabilities is significantly lower than that of majority students. In grade 8, however, there is no significant difference in the level of motivation of the two groups.

H$_3$: *Reading motivation and performance:* At the beginning of our research, we assumed that both reading comprehension and word reading skills are linked to reading motivation. Results, however, did not confirm this hypothesis. There is no relationship between word reading skills and reading motivation. The relationship between reading comprehension performance and reading motivation is moderate. The situation is the same among students with learning disabilities.

H$_4$: Family background, gender and IQ are all related to reading motivation. However, correlations are low. IQ and school qualification of the father have a moderate relationship with reading motivation, and this relationship is not significant among students with general learning disabilities. Therefore, we hypothesize reading motivation is shaped by other factors such as certain characteristics of the activities aiming at developing reading skills at home and at school.

Our major survey was designed in line with the international literature in the field and the results of our two pilot studies. Our aim was to get a global picture of the reading motivation of elementary school students, to discover the factors affecting it and to explore its relationship to reading performance. Our major survey defined reading motivation as a multi-component system of reading motives. We examined ten reading motives among elementary

school students from grade 2, 4, 6 and 8. Results are summarized in line with the hypotheses categories.

H_1-H_6: *Measurement:* The first important question was whether reading motives can be measured. We hypothesized that the motives identified by the literature can be reliably measured with the method of structured interviews in grade 2 and self-report questionnaires in grade 4, 6 and 8. Validity and reliability tests confirmed that structured interviews provide reliable information on the workings of reading motives at the beginning of the process of learning to read. The questionnaire designed for upper grades also proved to be a reliable measurement in later phases of the process. The results of factor analysis showed that the learning and reading motives discussed by the literature could be identified and isolated even at the early phase of the process of learning to read. Moreover, semi-structured interviews provided reliable information on the sources of self-concepts of students and on the functions they attribute to reading. Word reading through pictures is a reliable source of information to draw conclusions on the workings of the word reading skills in grade 2. However, due to the high average performance the link between the word reading ability and reading motives cannot be reliably examined. Reading comprehension tests provide reliable information on the development of reading comprehension in grade 4, 6 and 8.

H_7-H_{10}: *Characteristics of reading motives:* Reading motives were examined with different instruments in grade 2, 4, 6 and 8. Therefore, grade 2 results are not comparable with results in upper grades. In grade 2, at the beginning of the process of learning to read, students are highly motivated to read. The majority of the students have highly developed reading motives. They have positive reading self-concepts, they think of reading as a valuable asset, they like reading, they are motivated by mastery and performance goals to learn to read and they often experience flow when reading or when performing reading tasks. However, there are a limited number of students whose motives are unfavourable even at this early stage of schooling. Their level of self-concept and self-efficacy is low, they often pursue avoidance goals, show negative feelings towards reading and they often experience antiflow, boredom or apathy when reading or performing reading tasks.

Motives are generally less favourable in upper grades than in grade 2 and there are bigger differences among students. The level of motives either stagnates or decreases with age. The difference is biggest between grade 4 and grade 6, which draws the attention to the negative effects of the transition from junior to senior school. Attitudes towards reading in one's free time, the frequency of antiflow experiences and reading self-concept are all affected by family background. In grade 2, no significant difference were identified between males and females, however, in upper grades the difference is getting bigger and bigger and involves more and more motives.

H_{11}-H_{13}: *Intercorrelation:* Motives are interrelated right from the onset of the learning process and this relationship exists in upper grades as well. The hypothesis that the relationship within the categories is stronger than among the categories is not supported by the data. However, the relationship of motives differs in the different ages. For instance, while performance goals in lower grades are connected to favourable motives (like mastery goals); in upper grades they are connected to unfavourable motives (like avoidance goals). Based on this we can hypothesize that following performance goals is favourable in lower grades but less favourable in upper grades in terms of motivation.

H_{14}-H_{18}: *Motives and performance:* Two indicators were used to describe reading performance. One was the evaluation or the grade awarded by the teacher and the other was

the performance of students on word reading tests in grade two and on a reading comprehension test in the upper grades. In grade 2 no significant relationship was found between the two indicators of reading performance and reading motives. However, in the upper grades, the correlation was significant between the majority of motives and the two performance indicators. As per the correlation coefficient, the relationships are either weak or moderate. The existence of the relationship between certain reading motives and reading performance depends on the indicator used for reading performance, that is, on whether we used the teacher's evaluation/grade or the performance on the reading ability test. The effect of all motives, except for social motives, can be traced in certain classes on performance indicators. As we look at upper grades, more and more motives play a role in performance. Performance indicators in upper grades explain individual differences in more and more motives, however, total explained variances are lower here. Results suggest that the relationship between reading motives and reading ability are two-directional and its strength varies with motives.

H_{19}-H_{22}: *External links:* Our major survey attempted to explore certain elements of the school and the home environment affecting students' system of beliefs through interviews in grade 2. We assumed that feedback provided by teachers and parents, the values and goals mediated by them can be captured in students' answers at the start of the internalization process. Results show the two motives that develop based on learnt beliefs, reading self-concept and the value attributed to reading, are quite strong in this age group. The major source of students' self-concept is the feedback provided by the teacher after reading-aloud tasks. In upper grades, we used parent and teacher questionnaires to map the home and the school environment. Certain aspects of the home and schools environment have an impact on reading motives. Parents with lower school qualifications perform a lower number of tasks that involve reading engagement, their expectations towards reading performance and reading motivation are lower, but they provide more help to their children and monitor the development of their reading skills more closely. Activities aimed at improving skills before the child enters school and activities performed during school years have a weak relationship with certain reading motives, however, expectations of the parents correlate with almost all reading motives. While some skills improvement activities like giving help can have a negative effect on children's' self-concepts and goals, expectations have a positive effect. The most important features of the home environment that affect reading motives are parents' expectations. In the school environment, resources used and teaching strategies applied are the most important factors. In classes where frontal work is more often used and students are given individual but not individualized tasks, students are more likely to follow avoidance goals and to experience antiflow during reading tasks. Using ICT solutions in the development of reading skills have a positive impact on attitudes towards reading at school as well as on the value attributed to reading.

The major study found that the methods and strategies used by teachers affect the reading motivation of students. This result motivated an additional survey aiming at the exploration of the beliefs of teacher trainees and teacher-practitioners about reading and reading motivation. The most important results are summarized along the hypotheses categories.

H_1: The majority of teacher trainees and teacher-practitioners define reading as ability, but most of them define it either as decoding or as comprehension. A significant number of teacher-practitioners did not give a real definition for reading; they defined it with one of its function or feature. In some cases, they gave irrelevant definitions.

H$_2$: Both teacher trainees and teacher-practitioners gave a narrow definition of reading motivation. As expected, they identified it with the interest in certain texts and the frequency of reading.

H$_3$: In line with the definition given for reading motivation, teacher trainees and teacher practitioners consider arousing students' interest and providing them with interesting texts to read as the most effective ways to improve reading motivation. The majority of them prefer direct methods like frequent reading tasks, library visits and book recommendations to improve motivation over methods that build autonomy and advertise free choice of texts to read. Moreover, neither teacher trainees nor teacher-practitioners agree completely on the need to use ICT devices in the classroom. Both groups question the effect these methods play in the development of reading motivation. Based on this it can be concluded that the lack of the application of ICT devices in reading or literature classes can primarily be attributed to the beliefs of teachers about their usefulness, and not only to the shortage of proper devices in Hungarian schools.

H$_4$: Differences in the definitions of teacher trainees and those of teacher-practitioners are rarely significant. There is no significant difference in their beliefs about methods to be used. Thus, the role of professional experience is not as important as we hypothesized in the shaping of beliefs about reading and reading motivation.

CONCLUSION

Our research explored the characteristics of reading motivation among elementary school students as well as the relationship between reading motivation, reading performance and certain aspects of the school and family environment. We have attempted for the first time in Hungary to study reading motivation as domain-specific learning motivation and to simultaneously explore all the motives identified in the field of reading.

As a result of our research, a system of measurement instruments were developed that enables measurement of reading motives from as early as the first phase of elementary school until the end of the elementary years. During the second pilot study, an instrument was developed that measures reading motivation among students with and without general learning disabilities. Using this instrument, the first comparison of the reading motivation of majority students with that of students with general learning disabilities was realized.

In our cross-sectional research, we studied the reading motivation of students from different age groups. Our results show that the level of reading motives decreases or, in some cases, stagnates during the elementary school years. Further longitudinal research is needed to gain a deeper understanding of students' reading motives by following their development from the start of elementary school. The instruments and methods developed by our research provide appropriate methodology to realize this objective.

Our major study and the additional small-scale survey on beliefs draw the attention to the role of teachers and the way reading is taught in the development of reading motivation. However, we also found that neither teachers-to-be nor teacher-practitioners have sufficient knowledge to develop reading motives. Integrating the results of our research in teacher training programmes would enrich the curriculum and would help students to gain deeper insights into the workings of motives, thus creating the basis for the successful development of motives at school.

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