READING MOTIVATION AND READING EFFICIENCY IN THIRD AND SEVENTH GRADE PUPILS IN RELATION TO TEACHERS' ACTIVITIES IN THE CLASSROOM

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Abstract: A great deal of (independent) learning in higher grades of elementary school involves reading; pupils' reading motivation is therefore especially important in school. The results of different studies show a decrease in reading motivation in older pupils and in boys, which can represent a serious problem for pupils' school achievement. The purpose of our research was, therefore, to 1) test the validity of these results in Slovenian elementary school pupils; 2) examine the relation between reading motivation and reading efficiency and 3) find out which teacher's activities in the classroom enhance pupils' reading motivation. 2355 pupils and 128 teachers from 24 Slovenian elementary schools participated in the study. The results show the differences in reading motivation with regard to pupils' age and sex (younger pupils and girls report higher reading motivation). Also, pupils that report more motivation to read show higher reading efficiency. In the third grade, the following teacher's activities are related to pupils' reading motivation: acting as a reading model for pupils and enhancing pupils' ability to read in class. In the seventh grade, the following teacher's activities are related to pupils' reading motivation: teaching reading strategies, enhancing pupils' ability to read in class and giving opportunities to choose reading material.

Key words: reading motivation, reading efficiency, pupils, teacher's activities

INTRODUCTION

Dimensions of Reading Motivation

Reading motivation is defined as a multidimensional series of goals and beliefs that direct reading behavior and are mostly in positive relationship with each other. Motivational factors differ according to the kind of reading materials, pupils' sex and age and their reading experiences. The recognition of different factors of reading motivation is the first step in understanding and enhancing the engagement with lifelong reading. The diversity of motivational factors is also emphasized by Pečjak and Gradišar (2002) who comprehend reading motivation as a multidimensional construct embracing different motivational aspects that stimulate an individual to start reading; they give meaning to the reading process, and therefore help the reader to persist in reading and in striving to repeat the reading experience.

Being a complex construct, reading motivation is reflected in pupils' behavior through different dimensions that are influenced by the teacher's activities, which are briefly presented in this article.

The theoretical framework for answering the question about the important dimensions of reading motivation can be found in the Deci and Ryan (1987) self-determination theory. They proposed four important dimensions of reading motivation: competency, relatedness, autonomy and interest. These dimensions were analyzed

in greater detail by Wigfield and Guthrie (1997) in The Motivation for Reading Questionnaire that consists of 11 dimensions that form three categories: competence and self-efficacy beliefs, reading goals and social purpose of reading.

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

The second category concerns the purpose children see in reading - reading goals, and includes intrinsic motivation (curiosity, involvement and importance) and extrinsic motivation (recognition, grades and competition). An intrinsically motivated person is eager to learn; he/she shows interest in a certain activity because of the activity alone and not because of external reasons, i.e. grades or rewards (Deci, Ryan, 1985). An involved person enjoys a reading activity that has subjective value for him/her. All these aspects of intrinsic motivation are connected with mastery goal orientation, as opposed to

extrinsic motivation, which is connected with performance goals (Ames, 1992). An extrinsically motivated individual is interested first of all in overtaking others. In reading recognition it means the desire for public acknowledgement of reading achievement, for example, in reading for grades the student's primary goal is to get a high grade and, in competitions, the aim is to be better than classmates or friends.

The third category is social purposes of reading and includes social reasons for reading and compliance. Reading is a social activity and the social aspects of the classroom have an important effect on students' reading achievement (Wentzel, 1996). One aspect is social construction of meaning from the texts, which can be accomplished with one's peers or family members. The other aspect is compliance; reading in order to satisfy the expectations of important others. Wigfield and Guthrie (1997) found that girls value the social reasons for reading more than boys do.

The Relation between Reading Motivation and Reading Efficiency

The results of various empirical studies show a significant connection between motivational and cognitive factors in learning activities. It is the same in the field of reading. In her meta-analytical study, Hidi (1990; 2001) reports the significant effect of interest on reading comprehension, both on the level of cognitive organization of reading material and on remembering and recall. Similarly, Schiefele (Artelt, Schiefele, Schneider, 2001; Schiefele, 1991, 2001) reports on numerous empirical studies that show the importance of interest in different aspects of learning: the quality of reading/learning outcomes, the use of reading/learning strategies and the quality of reading experience. According to the

findings of Schiefele (1991; Artelt et al., 2001), interest is the crucial factor in motivating the reader to deeply engage in a text and try to understand it better. Interest is an important motivator for the use of those strategies that enable deeper processing. It is significantly connected also with other motivational factors, as for example involvement, enjoyment and persistence, which is reflected in the comprehension of text.

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

Although teachers agree that a positive attitude to learning is crucial for lifelong reading, some of them do very little to help enhance and maintain it. In their longitudinal study, Kush and Watkins (1996) found that pupils' positive attitude toward reading significantly decreases during elementary school years. The decrease is higher in boys than in girls. However, in all pupils the frequency decreases both for reading in their spare time and for reading for school. The authors warn that not enough attention is being paid to boys that start school with a negative attitude to reading. If the attitude towards reading is not improved during the school years, it does not get better but gets even more negative.

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

*Reading Motivation
in Relation to Teacher's Activities
in the Classroom*

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

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

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

Similar factors of reading motivation are cited also by other researchers (Castle, 1994; Covington, 2000; Sweet, Guthrie, Ng, 1998; Turner, 1997). They agree that in enhancing reading enjoyment, effective teachers are those that enable pupils to

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

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

Ivey and Broaddus (2000), Sanacore (2000) and Worty and McKool (1996) report that early adolescents often prefer not to read during free time, but they value opportunities to read in school when they

have time for this activity, when they have access to various reading material, and when they have more choice over what they read.

PROBLEM

Our empirical study has the following aims:

1) The results of different studies show the decrease in pupils' reading motivation during school years (Kush, Watkins, 1996; McKenna et al., 1995; OECD, 2002; Wigfield, 1997). Thus, for effective educational interventions it is highly important to know the reading motivation not only in younger, but also in older elementary school pupils. Simultaneously, the results of different studies consistently show higher reading motivation in girls compared with boys (Eccles, Wigfield, Harold, Blumenfeld, 1993; Marsh, 1989; Mullis et al., 2003; OECD, 2002). Therefore, we wanted to test whether there is a decrease in pupils' reading motivation from third to seventh grade and whether there are sex differences in this dimension.

2) The research shows that reading motivation is highly related to reading achievement; better readers are more motivated to read. This is true for boys and girls and for different age groups of pupils (Wigfield, Guthrie, 1997). Similar are the findings of Guthrie and Schafer (1998) - although girls generally have better reading achievements, in cases where they are more engaged than girls, boys show better reading comprehension. Our second aim is therefore to establish potential differences in reading motivation between poor, average and good readers.

3) Because of the importance of contextual factors, especially teacher's activities in the classroom, we examined wheth-er, and if so which ones, and how often, teachers use the activities for enhancing pupils' reading motivation in the classroom and how this is reflected in pupils' reading motivation. Most of the existing research in this field focused on the classroom environment in the initial years of schooling. We were especially interested in how these factors are related to reading motivation in older pupils (between 14 and 15 years).

METHOD

Participants

2355 pupils from 24 Slovenian elementary schools participated in the study. Urban as well as rural schools and small as well as big schools were included in the study (schools with more than 450 pupils were treated as big schools). The sample of the pupils in this study incorporates approximately 6% of the whole population of Slovenian pupils at this age and can therefore be assessed as a big sample. The sample includes pupils of the third and seventh grades of the eight-year elementary school and pupils of the fourth and eighth grades of the nine-year elementary school. There were no significant differences between pupils of third grade and fourth grade and between pupils of seventh grade and eighth grade in motivational variables. They were accordingly treated as a united sample and in the further text there is only mention of pupils of the third and seventh grades. 1073 pupils of the third grade (mean age = 9.7 years; SD = 0.4; 51.6% boys) and 1282 pupils of the seventh grade (mean age = 14.5 years; SD = 0.3; 48.8% boys) were included in the sample.

Also, 61 teachers of the third grade and 67 teachers teaching Slovene in seventh grade participated in the study.

Instruments

The following instruments were used in this study: 1) an instrument for the assessment of pupils' reading motivation; 2) an instrument for the assessment of pupils' reading behavior; 3) an instrument for the assessment of pupils' reading efficiency and 4) an instrument for the assessment of teacher's activities in the classroom.

Gambrell's et al. (1996) *The Motivation to Read Profile* was used to assess pupils reading motivation. The questionnaire consists of 20 items. Pupils rated the items on a 4-point scale. As reported by the authors of the questionnaire, the instrument measures two factors of reading motivation: self-concept and competence of the reader, respectively (10 items; Cronbach $\alpha = 0.75$; sample items *I read a lot better than my friends; reading is very hard for me)* and the belief about the importance of reading (10 items; Cronbach $\alpha = 0.82$; sample items *Knowing how to read well is very important; Reading a book is something I like to do often).*

On the basis of our own results we tested the validity of the instrument using factor analysis. Using the principal components method we confirmed the validity of the instrument. Varimax rotation with Kaiser normalization was used. First, three factors with eigenvalue greater than 1 were extracted. However, the reliability of the third factor was extremely low. Therefore, we decided to use two factors that explain 40.84% of variance. One item that had low correlation with both factors was excluded from the questionnaire. We named the first factor *competence in reading*. It consists of 9 items and explains 21.59% of the variance ($\alpha = 0.82$). The second factor was named *interest in reading and importance of reading*; it includes 10 items and explains 19.26% of the variance ($\alpha = 0.78$).

We were also interested in how reading motivation reflects in pupils' *reading behavior*. Therefore, we used two items to assess the time spent in reading and the frequency of reading. To assess the time spent in reading pupils were asked the question *How long do you usually read?* They responded in the 3-point scale (1 - more than 1/2 hour per day; 2 - less than 1/2 hour per day; 3 - not at all). For the assessment of the frequency of reading we asked the pupils *How often do you usually read?* They responded on the 3-point scale, where 1 means every day or almost every day (often), 2 means once or twice a week (sometimes) and 3 means once a month or less (rarely).

Teachers (class teachers for third-graders; Slovene teachers for seventh-graders) were asked to assess pupils' *reading efficiency*. They assessed the reading of each pupil in the class. In the third grade, teachers assessed the reading of each pupil on a 5-point scale (1- insufficient reading; 2 - sufficient, but poor reading; 3 - good, average reading; 4 - very good reading; 5 - excellent reading). In the seventh grade pupils do not read aloud in class a lot and teachers do not grade their reading any more. Therefore, only a 3-point scale for the evaluation of reading was used (1 - poor reader, 2 - average reader, 3 - good reader). The 5-point scale used for third grade pupils was subsequently transformed into a 3-point scale. Categories 1 (insufficient reading) and 2 (sufficient, but poor reading) were transformed into category 1 (poor reader), category 3 (good, average reading) was transformed into category 2 (average reader) and categories 4 (very good reading) and 5 (excellent reading) were transformed into category 3 (good reader). This transformation enables

the comparison of the results for the third and the seventh grades.

The questionnaire for teachers (Pečjak, Bucik, Peklaj, Gradišar, 2002) includes 39 items, Cronbach α = 0.76. The teachers were asked to choose between three or four answers or to answer on the 5-point scale. The questionnaire was designed to assess teachers' beliefs about the importance of reading generally (6 items; Cronbach α = 0.69); about the importance of the aims of reading instruction (8 items; Cronbach α = 0.75) and ask about his/her activities in the classroom (25 items; Cronbach α = 0.80). These 25 items about teachers' activities in the classroom asked about the following topics: how often teachers read silently or aloud in their Slovene lessons (3 items; Cronbach α = 0.71), how often they emphasize the importance of reading to pupils, (9 items, Cronbach α = 0.80), how often teachers act as models (i.e., reading aloud, talking with pupils about what they read etc.; 4 items, Cronbach α = 0.74), how often they teach pupils how to use different reading strate-gies as an instrument for learning (4 items, Cronbach α = 0.75), how often they enhance pupils' ability to read during lessons (4 items; Cronbach α = 0.67) and if they allow pupils to choose the reading materials for compulsory reading.

RESULTS

1. The Differences in Pupils' Reading Motivation with Regard to their Sex and Grade Level

The differences in reading motivation with regard to pupils' sex and grade level were tested using two-way analysis of variance.

As seen in Table 2, significant changes in both factors of reading motivation exist between boys and girls and between younger and older pupils. Girls feel more competent and express more interest in reading compared with boys. Also, third-graders report feeling more competent in reading and express more interest in reading compared with seventh-graders.

Table 1. Descriptive statistics for the factors of pupils' reading motivation (competence and interest in reading) with regard to pupils' sex and grade level

	Sex	Grade	M	SD	N
Competence	Boys	3rd grade	24.36	4.13	528
		7th	22.50	3.77	595
		Together	23.38	4.05	1123
	Girls	3rd grade	24.57	3.68	504
		7th	24.65	3.49	636
		Together	24.61	3.57	1140
	Together	3rd grade	24.46	3.91	1032
		7th	23.61	3.78	1231
		Together	24.00	3.87	2263

Table 1 (continued)

	Sex	Grade	M	SD	N
Interest and importance of reading	Boys	3rd grade	32.48	4.08	528
		7th	27.83	5.03	595
		Together	30.02	5.16	1123
	Girls	3rd grade	34.10	3.35	504
		7th	31.44	4.17	636
		Together	32.62	4.05	1140
	Together	3rd grade	33.27	3.82	1032
		7th	29.70	4.95	1231
		Together	31.32	4.81	2263

Table 2. Results of the two-way ANOVA for testing the differences in factors of reading motivation between groups of students with regard to their sex and grade level

Source of variability	SS	df	MS	F	p
Competence					
Sex	775.30	1	775.30	54.74	.00
Grade	443.59	1	443.59	31.32	.00
sex X grade	525.65	1	525.65	37.12	.00
Error	31993.48	2259	14.16		
Interest and importance of reading					
Sex	3839.96	1	3839.96	214.25	.00
Grade	7481.99	1	7481.99	417.46	.00
sex X grade	559.12	1	559.12	31.20	.00
Error	40487.48	2259	17.92		

Also, the interaction effect between pupils' sex and grade level proved to be significant. As can be observed in Figures 1 and 2, girls report feeling more competent in reading in third as well as in seventh grade. But the difference between boys and girls increases in seventh grade; namely, there are no differences between girls of third and seventh grade in their reported competence in reading, whereas seventh-grade boys report feeling less competent in reading compared with third-grade boys. Similar trend can be observed for the second factor of reading motivation, reading interest. Both age groups of girls report being more interested in reading compared with boys. However, older boys as well as girls report being less interested in reading compared with younger boys and girls.
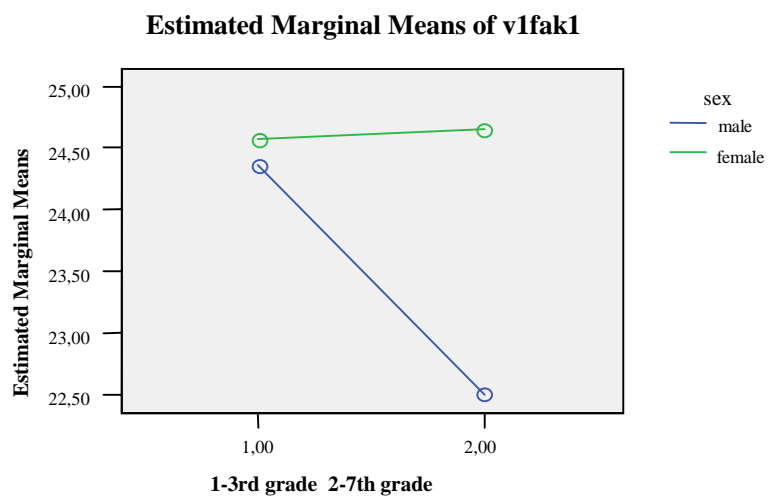
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Figure 1. Pupils' reported competence in reading in relation to their sex and grade level
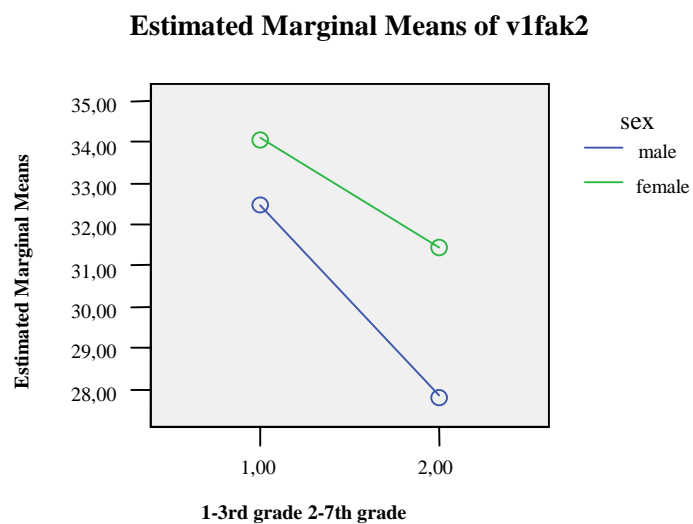
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Figure 2. Pupils' reported interest in reading and importance of reading in relation to their sex and grade level

*2. The Differences in Pupils'
Reading Motivation with Regard to their
Reading Efficiency and Grade Level*

We were also interested in differences in pupils' reading motivation and reading behavior (time spent in reading and frequency of reading) with regard to pupils' reading efficiency. Again, the two-way analysis of variance was used to test these differences.

The results of the two-way ANOVA show that there are significant differences

Table 3. Descriptive statistics for the factors of pupils' reading motivation and reading behavior with regard to pupils' grade level and their reading efficiency

		Grade	Reading efficiency	M	SD	N
Competence	3rd grade		Poor readers	20.44	4.62	96
			Average readers	22.99	3.47	245
			Good readers	25.54	3.40	687
			Together	24.46	3.92	1028
	7th grade		Poor readers	20.39	3.32	209
			Average readers	23.00	3.22	475
			Good readers	25.64	3.12	472
			Together	23.61	3.73	1156
	Together		Poor readers	20.40	3.77	305
			Average readers	23.00	3.30	720
			Good readers	25.58	3.28	1159
			Together	24.01	3.84	2184
Interest and importance of reading	3rd grade		Poor readers	30.14	4.16	96
			Average readers	32.41	3.78	245
			Good readers	34.00	3.51	687
			Together	33.26	3.83	1028
	7th grade		Poor readers	27.77	4.59	209
			Average readers	29.07	4.77	475
			Good readers	31.49	4.53	472
			Together	29.82	4.86	1156
	Together		Poor readers	28.51	4.58	305
			Average readers	30.20	4.72	720
			Good readers	32.98	4.14	1159
			Together	31.44	4.72	2184

Table continues

Table 3 (continued)

	Grade	Reading efficiency	M	SD	N
Time spent in reading	3rd grade	Poor readers	1.55	0.54	101
		Average readers	1.41	0.50	254
		Good readers	1.29	0.45	702
		Together	1.34	0.48	1057
	7th grade	Poor readers	1.30	0.51	221
		Average readers	1.16	0.41	498
		Good readers	1.07	0.25	478
		Together	1.15	0.39	1197
	Together	Poor readers	1.38	0.53	322
		Average readers	1.24	0.46	752
		Good readers	1.20	0.40	1180
		Together	1.24	0.45	2254
Frequency of reading	3rd grade	Poor readers	1.45	0.66	99
		Average readers	1.29	0.57	255
		Good readers	1.21	0.50	701
		Together	1.25	0.54	1055
	7th grade	Poor readers	2.01	0.81	219
		Average readers	1.86	0.83	498
		Good readers	1.52	0.73	480
		Together	1.75	0.81	1197
	Together	Poor readers	1.84	0.81	318
		Average readers	1.67	0.80	753
		Good readers	1.33	0.62	1181
		Together	1.52	0.74	2252

between poor, average and good readers in both factors of reading motivation. However, reading efficiency is not an important factor of pupils' reading motivation in interaction with pupils' grade level.

Pupils that were assessed as poor readers by their teachers report feeling least competent in reading, are least interested in reading and value reading as less important than the other two groups of pupils. Pupils assessed as good readers report the highest feeling of competence in reading, the highest interest in reading, and value reading as more important. Bonferroni post hoc

Table 4. Results of the two-way ANOVA for testing the differences in factors of reading motivation and reading behavior between groups of students with regard to their grade level and reading efficiency

Source of variability	SS	df	MS	F	p
Competence					
reading efficiency	6857.19	2	3428.59	302.78	.000
grade X reading efficiency	1.58	2	0.792	0.70	.932
Error	24663.19	2178	11.32		
Interest and importance of reading					
reading efficiency	3789.58	2	1894.79	107.56	.000
grade X reading efficiency	82.87	2	41.44	2.35	.100
Error	38367.20	2178	17.62		
Time spent in reading					
reading efficiency	14.48	2	7.24	39.57	.000
grade X reading efficiency	0.11	2	0.05	0.30	.744
Error	411.39	2248	0.183		
Frequency of reading					
reading efficiency	38.80	2	19.40	41.86	.000
grade X reading efficiency	8.07	2	4.03	8.70	.000
Error	1041.01	2246	0.463		

analysis shows that the differences between poor, average and good readers are all significant for both factors of reading motivation (p = .000).

There are also significant differences between poor, average and good readers in their reading behavior. Poor readers read less often and spend less time in reading compared with average and good readers. Good readers are those that read the most often and spent the most time in reading. Bonferroni post hoc test shows that differences between all groups are significant for both dimensions of pupils' reading behavior.

There is also a significant grade X reading efficiency interaction effect for the frequency of pupils' reading. As seen in Figure 3, for both grade levels good readers are those that read more often and poor readers those that read less often. However, poor readers in the third grade report reading approximately as much as good readers in the seventh grade.

3. Teacher's Activities in the Classroom as a Factor of Pupils' Reading Motivation

Teachers reported their activities in the classroom on different items. For each activity, the median values were calculated and teachers were classified into two groups with regard to their results on certain activities - teachers with the result
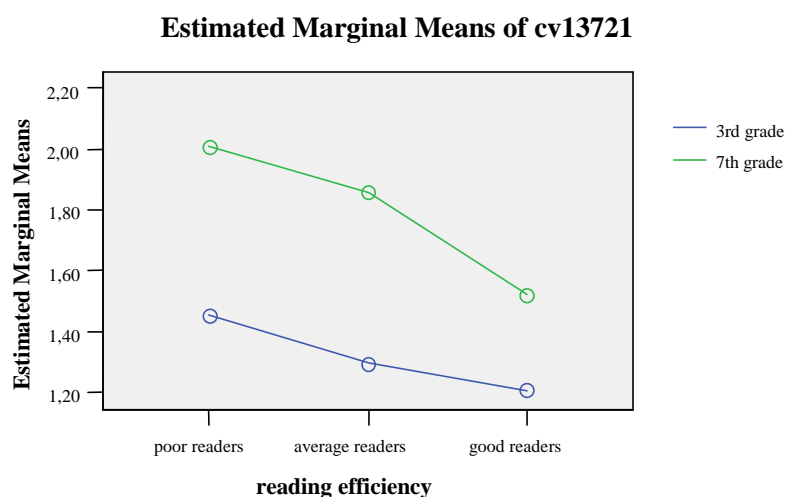
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Figure 3. The frequency of pupils' reading in relation to their reading efficiency and grade level

below median made up one group and teachers with the result above median made up another group. This procedure was performed for each teacher activity separately.

Based on these results, their one-way ANOVA was performed to establish the differences in reading motivation between pupils of teachers who are high on certain activities and pupils of teachers who are low on these activities.

In third grade pupils there are some significant differences in their reading motivation with regard to their teachers' activities in the classroom. Surprisingly, pupils of teachers who act as a reading model more frequently report being less interested in reading and value reading as less important. Pupils of teachers who read in the classroom more often report being less competent in reading, but are on the other hand more interested in reading and value reading as more important (Table 5).

In the seventh grade, pupils of those teachers who more frequently teach reading strategies in the classroom report feeling more competent in reading. Pupils of teachers who read more frequently in the classroom express more interest in reading and value reading as more important. Pupils of teachers who read more frequently during their Slovene lessons report feeling more competent in reading, express a greater interest in reading and value reading as more important. Pupils of teachers who give opportunities to choose reading materials report being more competent readers. Close to significance is also the difference between pupils of teachers who show the importance of reading differently during lessons; pupils of teachers who are above median in this activity

Table 5. Differences in factors of pupils' reading motivation according to teacher activities (means, standard deviations, F-ratios) for third grade pupils

3rd grade		Pupils' reading motivation					
Teacher activities		Competence in reading			Interest and importance of reading		
		N	M (SD)	F, df, p	N	M (SD)	F, df, p
Showing the importance of reading	<Me	387	24.55 (4.19)	0.42 1, 852 .515	381	33.32 (3.98)	1.31 1, 846 .252
	>Me	467	24.37 (3.76)		467	33.01 (3.80)	
Teacher as a reading model	<Me	342	24.50 (4.05)	0.55 1, 765 .460	341	33.56 (3.56)	8.09 1, 764 .005**
	>Me	425	24.28 (4.07)		425	32.81 (4.15)	
Teaching reading strategies in the class	<Me	463	24.30 (3.89)	1.13 1, 981 .286	456	33.09 (3.79)	0.77 1, 975 .381
	>Me	520	24.56 (3.95)		521	33.31 (3.92)	
Enhancing pupils' ability to read in the class (quiet, aloud)	<Me	471	24.71 (3.88)	4.66 1, 867 .031*	466	32.88 (3.60)	8.25 1, 862 .004**
	>Me	398	24.13 (4.04)		398	33.62 (4.02)	
Frequency of reading during lessons	<Me	444	24.42 (3.94)	0.01 1, 855 .920	441	33.45 (3.58)	1.27 1, 850 .259
	>Me	413	24.45 (3.86)		411	33.15 (4.07)	
Giving opportunities to choose reading materials	Yes	451	24.47 (3.90)	0.02 1, 918 .879	451	33.17 (3.99)	1.28 1, 914 0.258
	No	469	24.43 (3.95)		465	33.41 (3.80)	

Note: Me - median; N - number of pupils that are included in a certain teacher's activity; **p < .01; * p < .05

Teacher as a reading model - teacher reads to pupils aloud from textbooks and literature, talks with pupils about the books, illustrates his explanation with reading texts; Teaching reading strategies in class - teacher teaches pupils how to use different reading techniques, systematically develops their vocabulary, helps them to understand new words in texts; Enhancing pupils to read in the class - teacher enhances pupils to read different texts that are connected with the topics they learn, directs pupils' attention to articles in newspapers and magazines, enhances pupils to bring their own books to lessons, discusses with pupils about what they read; Frequency of reading during lessons - frequently (at least once or twice a week), less frequently - less than once a week.

Table 6. Differences in factors of pupils' reading motivation according to teacher activities (means, standard deviations, F-ratios) for seventh grade pupils

7th grade		Pupils' reading motivation					
Teacher activities		Competence in reading			Interest and importance of reading		
		N	M (SD)	F, df, p	N	M (SD)	F, df, p
Showing the importance of reading	<Me	378	23.17 (3.45)	2.84 1, 748 .092	375	29.91 (4.59)	0.21 1, 739 .65
	>Me	372	23.62 (3.75)		366	30.07 (5.01)	
Teacher as a reading model	<Me	313	23.62 (3.63)	0.08 1, 635 .772	310	29.80 (5.23)	2.91 1, 624 .089
	>Me	324	23.58 (3.82)		316	30.47 (4.61)	
Teaching reading strategies in the class	<Me	279	23.04 (3.55)	6.75 1, 646 .010**	276	29.68 (4.52)	1.61 1, 635 .205
	>Me	369	23.80 (3.81)		361	30.17 (4.95)	
Enhancing pupils' ability to read in the class (quietly, aloud)	<Me	311	23.36 (3.54)	0.10 1, 644 .75	310	29.32 (4.74)	4.06 1, 633 .040*
	>Me	335	23.26 (3.85)		325	30.08 (4.73)	
Frequency of reading during lessons	<Me	353	22.83 (3.20)	122.04 1.656 0.00**	349	28.93 (3.73)	283.12 1.571 0.00**
	>Me	337	25.11 (3.45)		326	32.35 (3.87)	
Giving opportunities to choose reading materials	Yes	436	23.27 (3.58)	3.93 1, 900 .048*	435	29.77 (4.85)	0.62 1, 895 .429
	No	466	23.76 (3.82)		462	29.52 (4.90)	

Note: See Table 5

tend to feel more competent in reading. Another difference that is close to significance is between pupils of teachers that act differently as a reading model. Pupils of teachers who report being more active in this way are more interested in reading and value reading as more important (Table 6).

DISCUSSION

The main purpose of our study was to examine reading motivation in younger and older elementary school pupils and in boys and girls. This research question is of great importance for educational practice,

resulting as it does from the findings of empirical studies that consistently show a significant decrease in reading motivation in later elementary school years and in secondary school (Kush, Watkins, 1996; McKenna et al., 1995; OECD, 2002; Wigfield, 1997) and lower reading motivation in boys compared with girls. Besides, we also wanted to find out whether pupils' self-reported reading motivation is actually reflected in their reading behavior and if it relates to reading efficiency. Numerous studies emphasize teacher's activities in the classroom as one of the crucial factors of pupils' reading motivation. For that reason, we also wanted to investigate whether there is a relation between a teacher's activities in the classroom and the reading motivation of his/her pupils.

1. Pupils' Reading Motivation with Regard to their Sex and Grade Level

There are significant differences in the reading motivation of younger (third grade) and older (seventh grade) pupils, which is true for both factors of reading motivation: competence in reading and interest and importance of reading. In both factors, third-graders report higher results: they report feeling more competent in reading, express more interest in reading and value reading as more important compared with seventh grade pupils. Also, irrespective of pupils' grade, there are consistent differences in boys' and girls' reading motivation. Girls of third as well as seventh grade report feeling more competent in reading, express higher reading interest and value reading as more important compared with boys.

These results can be compared with results of some other studies that report that younger pupils and girls are more competent in reading, value reading as more important and have more positive attitudes toward reading compared with older pupils and boys (Marsh, 1989; McKenna, 2001; Mullis et al., 2003; OECD, 2002; Pečjak, 1999). Similar are the results of the Wigfield and Guthrie (1997) and Baker and Wigfield (1999) studies. The authors found that girls express higher reading motivation in general; they reached higher results in nine of the eleven dimensions of the reading motivation questionnaire. Boys reached higher results on reading avoidance and competition factors only.

Also, interaction effect of pupils' grade and sex were found. Seventh grade boys report feeling less competent in reading compared with third grade boys, whereas the trend for girls is the opposite: the competence in reading is higher in older girls. At the same time, older boys express less interest in reading and value reading as less important compared with girls. Higher competence in girls is probably due to the fact that because of their higher interest in reading they probably read more in their spare time and develop their reading abilities.

Therefore, enhancing reading motivation in boys is an especially important educational task. One of the reasons for lower reading motivation in boys can be that already in preschool and especially in the school system the special interests of boys are not (or are less) taken into consideration. In the PISA report 2000 (OECD, 2002) there is also a finding that girls and boys differ in their choice of reading materials; the authors believe that it is necessary to consider these differences from the point of view of planning improvements to them in the educational setting.

In countries where pupils read different kinds of reading materials and have some degree of autonomy in choosing reading materials, their reading achievements are

above the international average (e.g., Finland, Japan, Norway, see OECD, 2002). The importance of giving boys the opportunity of choosing reading materials is also emphasized by Blair and Sanford (1999; in Guzzetti, 2002), who examined the comprehension of reading in seventh and eighth grade boys. They found that boys associated reading especially with school and with texts that were chosen by their teachers. The authors report that boys prefer reading on the internet and reading sports, electronics and computer games newspapers and magazines to reading long books and discussing them. However, such materials are less included in the educational curriculum, which leads to the conclusion that boys dislike reading. Similarly, Millard (1994) reports that ten and twelve-year-old boys think there is no sense in school reading; namely, they prefer magazines and comics that are not available to them in lessons. Enabling pupils to choose reading materials more freely (e.g., in different reading enhancement programs) can therefore be considered as a measure that would increase boys' reading motivation especially. Kush and Watkins (1996) believe that such measures are especially important for boys that start schooling with a negative attitude toward reading that does not improve with time.

And how to prevent the decrease in reading motivation in older pupils? Gambrell, Codling, and Palmer (1996) emphasize that the factors that have the greatest influence on pupils' reading motivation is their previous experience with books (the importance of already having had positive experiences in a preschool period), social interactions in reading books (e.g., discussions about the books), the accessibility of books and the autonomous choice of books. The latter factor is especially im-

portant in maintaining the reading motivation in older pupils.

Also, it is important to consider pupils' interests, which can also be achieved by enabling them to have more autonomy in choosing texts. If pupils are interested in tasks and texts, they consider reading as a way to reach their goals and seek information and as a pleasure. Considering the interests of individual pupils affects the pleasure, the involvement in the task, as well as its evaluation. Schiefele (1991) reports that interest in reading material influences pupils' processing of the text, the use of learning strategies and the quality of learning experiences. Pupils that express more interest in reading text are more deeply engaged in reading, work better on the text, think more critically about the text and invest more time and effort in it.

2. Pupils' Reading Motivation with Regard to their Reading Efficiency and Grade Level

The results of numerous studies show that reading motivation is connected to pupils' reading efficiency (Cipielewski, Stanovich, 1992; Cunningham, Stanovich, 1991; Wigfield, Guthrie, 1997) and that it is an important predictor of pupils' academic achievement (Madden, Slavin, Karweit, Dolan, Wasik, 1993). In our study, we have examined whether better readers are actually more motivated to read. We were also interested in the potential differences in that relation between younger and older pupils.

Using analysis of variance we examined whether there are differences between pupils of third and seventh grades with different reading efficiency (as assessed by teachers) in factors of reading motivation and in reading behavior. The results show that there are significant differences be-

tween poor, average and good readers for both grade levels in factors of reading motivation (competence in reading, reading interest and the importance of reading) as well as in reading behavior (time spent in reading, frequency of reading). Good readers feel more competent in reading compared with average readers and average readers feel more competent than poor readers. This is true for pupils of third as well as seventh grade. Similar patterns emerged for reading interest and the importance of reading. Irrespective of pupils' grade, good readers show greater reading interest and value reading as more important compared with average readers, who reach higher results on this factor than poor readers. Good readers read more frequently and spend more time in reading than average and poor readers. The latter read the least frequently and spend the least time in reading. There were no grade X reading efficiency interaction effects either for motivational factors or for time spent in reading. Thus, the pattern of relation between reading efficiency and those factors is the same for younger and older pupils. However, there was a significant interaction effect for the frequency of reading. Irrespective of their reading efficiency, third graders read more often than seventh graders, with the exception of poor readers in the third grade, who read approximately the same as good readers in the seventh grade. Probably, in lower grades teachers as well as parents value reading as very important and work on younger readers more to train their reading skills and become more competent readers.

The results are consistent with the research on reading motivation, which consistently shows differences between good and poor readers. These differences were found also in the international PIRLS 2001 study (Mullis, Martin, Gonzales, Kennedy,

2003; Pečjak, Knaflič, Bucik, 2003). In the PIRLS study it was also found that Slovene students with high reading competence have higher results than the average international reading achievement, while students with low competence do not reach the international average. These connections between reading self-efficacy (competence) and intrinsic motivation can be fatal for students, because they work as the so-called "Matthew's effect". Matthew's effect is seen as a circular process, where the good readers can improve their reading more than can less successful students. Higher reading achievement leads to higher feeling of competence, higher competence motivates students to read, they devote more time to reading activities and consequently, they can develop higher reading efficacy (Guthrie, Wigfield, Metsala, Cox, 1999). Reading self-efficacy (competence in our research) can be a link between frequent reading and reading achievement.

3. Teacher's Activities in the Classroom as a Factor of Pupils' Reading Motivation

Teachers often use some classroom activities to enhance pupils' reading motivation. Therefore, we were interested in which activities actually have effects on the development of pupils' reading motivation. The following activities proved to be efficient: showing the importance of reading, acting as a reading model for pupils, teaching reading strategies in the class, enhancing pupils' ability to read (quietly and aloud), frequency of reading during lessons and giving opportunities to choose reading materials.

As can be seen in Table 5, in the third grade the following teacher's activities proved to be related to pupils' reading motivation. Surprisingly, pupils of teachers

who act as a reading model more frequently show less interest in reading and value reading as less important. This finding is in contrast to the results of some other studies (Gambrell, 1996; Lundberg, Linnakyla, 1993) and is hard to explain. These could be explained also by the use of the self-report measures for assessing teachers' variables. It is likely that teachers gave answers that are socially desirable because of their awareness that they should be the models for their pupils. Also other relations between teacher's activities and the motivation of their pupils could be explained more reliably if approaches other than teacher's self-report were used to assess teachers' variables (e.g., microtuitional analyses).

Interestingly, pupils of teachers who enhance their ability to read more frequently report feeling less competent in reading. Such results can be due to the fact that by frequent reading pupils are more often confronted with feedback that can make feel them less competent in reading (e.g., teacher corrects them). At the same time, teachers' enhancement of pupils' ability to read is related to pupils' higher reading interest and to their valuing reading as more important.

In the seventh grade a somewhat different pattern of teacher's activities relating to pupils' reading motivation emerges. One significant factor of pupils' feeling of competence is teaching pupils different reading strategies, as for example using different reading strategies for different reading materials, systematically developing pupils' vocabulary, helping them to understand new words in the text, etc. It can be assumed that strategy training provides students with cognitive tools that help them to perform better with text, which is reflected in higher extrinsic and intrinsic motivation. The results of other studies (Klingner, Vaughn, Schumm, 1998; Pressley, 1997; Schunk, Pajares, 2002) support the high importance of teaching such strategies.

Another significant factor is frequent reading in class. In classes where reading is a more frequent activity during lessons pupils feel more competent in reading. A possible explanation for this finding is that with frequent reading activity pupils train their reading skills and enlarge their vocabulary, which makes them feel more competent. Also, enabling pupils to choose reading materials relates to pupils' feeling of competence. If pupils can choose reading materials, they can also choose the difficulty level and the amount of the reading material they can deal with. For this reason, their feeling of competence is higher. This finding can be related to the results of some other studies that consistently show that teachers who enable their pupils to choose tasks, give them interesting tasks, create cooperative reading situations and enhance active reading are more effective in enhancing pupils' reading motivation (Castle, 1994; Fresch, 1995; Reynolds, Symons, 2001; Sweet, 1997; Turner, 1997). Consequently it is important that the teacher believes his/her pupils are capable of learning independently. One of the goals of schooling is to help pupils to decide for themselves, which can only be learned if they have possibilities of practicing such decisions in everyday situations. Results of empirical studies show that when pupils are enabled to choose reading materials they do not choose materials that are too easy for them. On the contrary, they often select the more pretentious materials (Fresch, 1995; Turner, 1997). Some experts believe that pupils' autonomy is the crucial condition for the optimal development of reading literacy (Elley, 2001; Verhoeven in Snow, 2001).

Thus, the opportunity to choose the reading material is especially important for older pupils. It can be assumed that younger pupils read compulsory material because of the various external motives (teacher, parents). But for the older pupils, closed lists of compulsory reading, where pupils have no opportunity to choose, decrease their reading motivation. Therefore, it would make sense to create at least partly open lists of books for compulsory reading.

Enhancing pupils' ability to read and to discuss what they have read and frequent reading increase pupils' reading interest and their awareness of the importance of reading. One good way to organize such activities is discussion in small groups or cooperative learning.

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

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MOTIVÁCIA ČÍTAŤ A SCHOPNOSŤ ČÍTAŤ ŽIAKOV TRETEJ A SIEDMEJ TRIEDY V ZÁVISLOSTI OD ČINNOSTI UČITEĽOV V TRIEDE

S. P e č j a k, K. K o š i r

Súhrn: Značná časť (samostatného) učenia sa vo vyšších ročníkoch základnej školy si vyžaduje čítanie; preto je motivácia žiakov čítať mimoriadne dôležitá. Výsledky rôznych štúdií poukazujú na klesajúcu motiváciu čítať u starších žiakov a u chlapcov, čo predstavuje vážny problém pre školský výkon žiakov. Cieľom nášho výskumu bolo 1) overiť validitu týchto výsledkov pre slovinských žiakov základnej školy; 2) sledovať vzťah medzi motiváciou čítať a schopnosťou čítať a 3) zistiť, ktoré činnosti učiteľov v triede zvyšujú motiváciou žiakov čítať. Výskumu sa zúčastnilo 2355 žiakov a 128 učiteľov z 24 slovinských základných škôl. Výsledky ukázali rozdiely v motivácii čítať v závislosti od veku a pohlavia žiakov (mladší žiaci a dievčatá sú viac motivovaní čítať). Ďalej sa zistilo, že žiaci s vyššou motiváciou čítať aj lepšie čítajú. V treťom ročníku činnosti učiteľa, ktoré súvisia s motiváciou žiakov čítať, sú nasledujúce: poskytovanie vzoru "čítajúceho človeka" a rozvíjanie schopnosti žiakov čítať vo vyučovaní. V siedmom ročníku súviseli s motiváciou žiakov čítať nasledujúce činnosti učiteľa: učenie stratégií čítania, rozvíjanie schopnosti žiakov čítať vo vyučovaní a poskytovanie možnosti vybrať si materiál na čítanie.