Motivations for Reading Information Books

Among Adolescent Students

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Table of Contents

Background ............................................................................................................................................. 3
Purpose .................................................................................................................................................. 3
Method .................................................................................................................................................. 4
Prototypical Items for the Motivation Constructs ................................................................................ 6
Analyses ................................................................................................................................................ 7
Motivations for Reading Information Books: School Questionnaire Frequencies ............................... 8
  Intrinsic Motivation ................................................................................................................................. 8
  Avoidance ............................................................................................................................................... 12
  Efficacy .................................................................................................................................................. 16
  Perceived Difficulty ................................................................................................................................. 20
  Value .................................................................................................................................................... 24
  Devalue .................................................................................................................................................. 28
  Peer Acceptance .................................................................................................................................... 32
  Peer Rejection ........................................................................................................................................ 36
Motivations for Reading Information Books: Nonschool Questionnaire Frequencies ........................ 40
  Intrinsic Motivation ................................................................................................................................. 40
  Avoidance ............................................................................................................................................... 44
  Efficacy .................................................................................................................................................. 48
  Perceived Difficulty ................................................................................................................................. 52
  Value .................................................................................................................................................... 56
  Devalue .................................................................................................................................................. 60
  Peer Acceptance .................................................................................................................................... 64
  Peer Rejection ........................................................................................................................................ 68
Summary .................................................................................................................................................. 72
Appendix A: Questionnaire Directions ................................................................................................. 73
Appendix B: Questionnaire Items by Construct ................................................................................... 75
References ................................................................................................................................................ 80

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Motivations for Reading Information Books among Adolescent Students

Background

This study is an initial step in the multi-year project entitled “Identification, Prediction, and Intervention in Adolescent Reading” funded by an NICHD grant to John T. Guthrie and Allan Wigfield. The study began with the construction of measures of motivation for reading information books for school and nonschool purposes. Based partly on the students’ motivations reported here, we are designing instruction to support motivation for reading information books among adolescents. Reading information books in the disciplinary areas of science, history, math, and other domains is crucial to success in middle school and high school. Consequently, student competence in understanding content texts is essential to high school completion. Students’ motivations for reading, consisting of their dispositions, values, and beliefs about reading, impact their reading comprehension.

Purpose

One of the goals of this study was to identify the extent to which eight motivations for information book reading are associated with reading achievement. As a preliminary step we attempted to describe students’ level of motivation on eight constructs. We present students’ performance on individual items in the Results section of this report. Four of these motivations affirm achievement, as they are normally expected to correlate positively with achievement. These motivations are intrinsic motivation, self-efficacy, valuing reading, and peer acceptance of reading. In contrast, we identified four motivations that seem to be the inverse to these, namely avoidance, perceived difficulty, devaluing, and peer rejection of reading, respectively. These motivations are expected to undermine achievement, and therefore to correlate negatively with it. We were interested in how highly students might avoid reading information books, find them a struggle, devalue reading these texts, and report peer rejection for reading them. As indicated below, previous researchers have studied most of these motivations, but not in concert and not for information book reading among young adolescents.

We measured each of these eight constructs for school and nonschool reading because we expected different levels of motivation in these contexts. For example, in the nonschool context, students may report that they do not like reading information books and avoid reading them. In the school context, students may likewise report that they do not enjoy reading information books, but read them conscientiously, that is, do not avoid reading them, because they are required assignments.
Method (Assessments constructed by Jenna Cambria)

The Motivations for Reading Information Books School questionnaire (MRIB-S) and the Motivations for Reading Information Books Nonschool questionnaire (MRIB-N) were developed in order to learn about middle school students’ motivations for reading nonfiction books. These surveys were given as part of a large longitudinal study of adolescent reading that examined the development of seventh graders’ reading motivation and comprehension. Data was collected in September 2008 in a rural area of a mid-Atlantic state. The MRIB-S was completed by 1085 students, whereas 1124 students completed the MRIB-N. The sample, which was comprised equally of males and females, was 72.6% European American, 20.8% African American, and 6.6% other ethnicities; 22.0% of the sample was eligible for free or reduced-priced lunch.

Each survey measured eight aspects, or constructs, of motivation. Four of the motivation constructs represented **affirming** motivations for reading because they are associated with relatively frequent reading and high achievement, and the other four represented **undermining** motivations because they are associated with less reading and lower reading achievement (Guthrie & Coddington, in press). The affirming reading motivations included **intrinsic motivation for reading**, **valuing of reading**, **reading efficacy**, and **peer acceptance of reading**. In accord with general theories of achievement motivation and motivation research in other domains, **intrinsic motivation** for reading was conceptualized as the enjoyment of reading and having a desire to read often (Gottfried, Fleming, & Gottfried, 2001; Ryan & Connell, 1989; Unrau & Schlackman, 2006). **Valuing reading** was defined as belief in the importance and usefulness of reading (Trautwein, Lüdtke, Schnyder, & Niggli, 2006; Wigfield & Eccles, 2000). **Reading efficacy** was defined as the individual’s beliefs about his or her capacity to complete reading tasks (Schunk, 2003; Usher & Pajares, 2006). Lastly, **peer acceptance of reading** was defined as feeling that one’s reading habits and point of view about reading are valued by peers (Furrer & Skinner, 2003).

The undermining reading motivations included **reading avoidance**, **devaluing of reading**, **perceived difficulty in reading**, and **peer rejection of reading**. These constructs were also conceptualized on the basis of broader motivation theory and research. **Reading avoidance** was defined as having an aversion toward reading information text for school and therefore minimizing time and effort spent on these tasks (Dowson & McInerney, 2001; Meece & Miller, 2001; Nicholls, 1990). **Devaluing reading** was conceptualized as the belief that reading information books for school is not important or useful for one’s success or future (Legault, Pelletier, Green-Demers, 2006). **Perceived difficulty** in reading was defined as holding the perception that reading information books in school is hard (Chapman & Tunmer, 1995; see egocentric difficulty in Nicholls & Miller, 1983). **Peer rejection of reading** was conceptualized as the belief that peers do not respect one’s reading habits or agree with one’s point of view about reading (Furrer & Skinner, 2003).
It is important to recognize that we do not view the affirming and undermining constructs as direct opposites of each other. Therefore, the items representing undermining constructs are not simply negatively or oppositely worded versions of the affirming items (e.g., One intrinsic motivation item is “I enjoy reading books for school”; however, “I do NOT enjoy reading information books for school” does not appear on the avoidance scale.) Similarly, the wording of items on the MRIB-S and MRIB-N representing the same construct are not identical in wording, because we believe each construct may have a somewhat different meaning in the school and nonschool contexts.

Each survey contained a total of 56 items, or seven items representing each of the eight motivation constructs. The items on each survey were first ordered by using a random number table. Then, the order of the items on each was adjusted so that the first and last two items of each scale were positively worded items. Next, all items were reviewed so that there were never three or more consecutive items measuring the same construct. On the basis of a pilot study with a small group of seventh grade students, item revisions were made. See the table on the next page for prototypical items for each construct, which were selected on a theoretical basis. Also, see Appendix A for the directions for each questionnaire and Appendix B for all survey items grouped by construct.

Teachers, with the assistance of project staff, administered the surveys as separate assessments on consecutive days. Total administration time, including directions, was 18-25 minutes. The teachers read aloud directions and sample questions, but students read the remainder of the items themselves. Students rated their agreement with each survey item. The response choices included: Not at all true of me, Not very true of me, Somewhat true of me, and Very true of me. University of Maryland students entered the survey data, coding responses on a 1-4 scale.
Prototypical Items for the Motivation Constructs

**MRIB-S**

**Intrinsic Motivation:** I enjoy reading information books for school.

**Avoidance:** I try to get out of reading information books for school.

**Value:** Reading information books for school is very important to me.

**Devalue:** Reading information books for school is a waste of time.

**Efficacy:** I can find the main idea of a section in an information book for school.

**Perceived Difficulty:** It’s hard for me to discuss the information books that I read for school.

**Peer Acceptance:** Other students respect my reading of information books for school.

**Peer Rejection:** My classmates do not trust my evaluations about the information books that I read for school.

**MRIB-N**

**Intrinsic Motivation:** I read information books outside of school as much as I can.

**Avoidance:** I read information books outside of school as little as possible.

**Value:** Reading information books is more useful than most of my other activities that I do outside of school.

**Devalue:** I have more important things to do than to read information books in my spare time.

**Efficacy:** I understand all the information books that I read outside of school.

**Perceived Difficulty:** Information books are too hard to read in my spare time.

**Peer Acceptance:** My peers think what I read in information books outside of school is interesting.

**Peer Rejection:** My peers think it's strange that I read information books outside of school.
Analyses

While the ultimate goal of this study is better understanding of the relationship between reading motivation and achievement, first we endeavored simply to understand students’ levels of motivations for school and nonschool information book reading. Therefore, this report focuses on student response frequencies for each questionnaire item. In future statistical analyses, we will combine items into scales, and correlate the scales with achievement, as well as conduct more elaborate statistical analyses. However, it is important to see these actual student responses, and to imagine the implications for the students, their teachers, and their parents.

The following section contains a bar graph for each item depicting the percentage of students who selected each response. Graphs for all MRIB-S items are presented first, followed by those for the MRIB-N. Within each survey, items are grouped by construct in order from highest to lowest item means. For example, the first item in the intrinsic motivation scale for the MRIB-S has the highest average score for all students out of all the items in the intrinsic motivation group. See the table of contents for the page number on which the items representing each construct start.

The bar graphs represent the responses of the total number of students who completed each item. For the MRIB-S, at most 5.3% of the 1085 students who took the questionnaire omitted a given item. For the MRIB-N, at most 4.8% of the 1124 respondents omitted an item. Cronbach’s \( \alpha \) values can be found in Appendix B along with the full scales sorted by construct. These coefficients are based on the full scale of items before any specific item diagnostics were performed. Furthermore, although these items are consistent with motivation literature and will likely have strong construct validity, validity analyses are not yet presented.

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Motivations for Reading Information Books:

School Questionnaire Frequencies

Intrinsic Motivation

If the teacher discusses something interesting, I might read information books about it.

\[ (M = 2.92; SD = .92) \]
The information books that I read for school are interesting. 
\((M = 2.42; SD = .89)\)

I enjoy reading information books for school. 
\((M = 2.07; SD = .84)\)
I read information books for school as much as I can.  
\((M = 2.07; SD = .92)\)

I read information books for school for long periods of time.  
\((M = 1.99; SD = .88)\)
I read information books for school during my free time.  
\((M = 1.78; SD = .93)\)

I read information books for school because it's fun.  
\((M = 1.76; SD = .90)\)
Motivations for Reading Information Books: School Questionnaire Frequencies

Avoidance

Information books for school are boring. ($M = 3.11; SD = .84$)

- **5%** Not at all true of me
- **15.4%** Not very true of me
- **43.5%** Somewhat true of me
- **36.1%** Very true of me
I often think, "I don't want to read this," when reading information books for school. 

\((M = 3.10; SD = .90)\)

I wish I didn't have to read information books for school. 

\((M = 2.96; SD = 1.0)\)
I read information books for school as little as possible.
\((M = 2.69; SD = .99)\)

I try to get out of reading information books for school.
\((M = 2.34; SD = 1.06)\)
I read easier information books in school so I won't have to work as hard. 

\[(M = 2.11; SD = .97)\]

I put in as little effort as possible reading information books for school. 

\[(M = 2.03; SD = 1.03)\]
Motivations for Reading Information Books:  
School Questionnaire Frequencies

Efficacy

I can correctly answer questions based on an information book that I have read for school.  
\((M = 3.09; \text{SD} = .78)\)
I understand what the author is trying to tell me when I read information books for school.

\((M = 2.99; SD = .80)\)

![Bar chart showing the distribution of responses for the first question]

I can find the main idea of a section in an information book for school.

\((M = 2.94; SD = .81)\)

![Bar chart showing the distribution of responses for the second question]
I can figure out how different chapters fit together when I read information books for school.

\((M = 2.92; SD = .84)\)

![Bar chart](image)

I can figure out what unfamiliar words mean in information books for school.

\((M = 2.91; SD = .86)\)

![Bar chart](image)
I can explain what I have read in information books to my classmates or friends from school. 
\((M = 2.80; \ SD = .90)\)

I understand all the information books that I read in school. 
\((M = 2.76; \ SD = .85)\)
Motivations for Reading Information Books:

School Questionnaire Frequencies

Perceived Difficulty

I don't understand some topics in the information books for school.  
\( (M = 2.55; SD = .89) \)
I need help understanding the main ideas of some information books for school. 
\((M = 2.39; SD = .89)\)

- Not at all true of me: 18.4%
- Not very true of me: 32.7%
- Somewhat true of me: 40.1%
- Very true of me: 8.8%

I have a hard time explaining to my teacher what the information books for school are about. 
\((M = 2.34; SD = .93)\)

- Not at all true of me: 22.5%
- Not very true of me: 33.2%
- Somewhat true of me: 31.7%
- Very true of me: 12.5%
It is hard for me to discuss the information books that I read for school.
\[(M = 2.31; SD = .95)\]

![Bar chart showing responses]

It is hard for me to answer the teacher's questions about the information books that I read in school.
\[(M = 2.20; SD = .86)\]

![Bar chart showing responses]
I think the information books that I read for school are really confusing.  
\((M = 2.19; SD = .94)\)

The information books I read for school are way too hard.  
\((M = 1.97; SD = .85)\)
Motivations for Reading Information Books:

School Questionnaire Frequencies

Value

I can use knowledge that I learn from information books for school.

\((M = 3.17; SD = .72)\)
I usually learn something from the information books that I read for school. 
($M = 3.14; SD = .79$)

It is very important to me to be successful in reading information books for school. 
($M = 3.06; SD = .91$)
Understanding information books for school is very important to me.  
($M = 2.72; SD = .98$)

Studying information books for school is important to me.  
($M = 2.71; SD = .98$)
Reading information books for school is very important to me. 
\((M = 2.56; SD = .95)\)

- Not at all true of me: 17.5%
- Not very true of me: 30.9%
- Somewhat true of me: 36.4%
- Very true of me: 15.1%

Reading information books is more useful than most of my other activities for school. 
\((M = 2.10; SD = .87)\)

- Not at all true of me: 5.6%
- Not very true of me: 26.7%
- Somewhat true of me: 39.7%
- Very true of me: 28%
Motivations for Reading Information Books: School Questionnaire Frequencies

Devalue

I don't want to read information books for school. ($M = 2.80; SD = 1.01$)

- Not at all true of me: 12.9%
- Not very true of me: 23.8%
- Somewhat true of me: 33.4%
- Very true of me: 29.9%
Reading information books for school takes too much time. 
\((M = 2.72; \ SD = .93)\)

I have more important things to do than to read information books for school. 
\((M = 2.63; \ SD = .97)\)
It doesn't make a difference to me whether I read information books for school.  
\((M = 2.51; SD = .95)\)

Reading information books for school is not important to me.  
\((M = 2.43; SD = 1.03)\)
Reading information books for school is a waste of time. 
\((M = 2.37; SD = 1.03)\)

- Not at all true of me: 24.5%
- Not very true of me: 31%
- Somewhat true of me: 28%
- Very true of me: 16.5%

Reading information books for school is not useful for me. 
\((M = 2.18; SD = .95)\)

- Not at all true of me: 28.1%
- Not very true of me: 35.3%
- Somewhat true of me: 26.7%
- Very true of me: 9.9%
Motivations for Reading Information Books:

School Questionnaire Frequencies

Peer Acceptance

My classmates believe my ideas about information books for school. 
\((M = 2.94; \ SD = .78)\)
My classmates trust my opinions about the information books we read for school. 
\((M = 2.80; SD = .82)\)

Other students respect my reading of information books for school. 
\((M = 2.75; SD = .86)\)
My classmates and I agree about the meanings in information books for school.  
\( (M = 2.75; \ SD = .81) \)

My classmates want me to do well in reading information books for school.  
\( (M = 2.64; \ SD = .92) \)
Other students value my ideas about the information books I read for school. 
(M = 2.50; SD = .83)

My classmates ask my opinion about the information books I read for school. 
(M = 2.21; SD = .90)
Motivations for Reading Information Books:

School Questionnaire Frequencies

Peer Rejection

My classmates do not care whether I do well in reading information books for school. 

\( (M = 2.70; SD = .99) \)
My classmates and I do not agree about the meanings of the information books we read for school. 

\((M = 2.30; SD = .82)\)

Other students do not value my ideas about the information books I read for school. 

\((M = 2.28; SD = .84)\)
My classmates have doubts about my ideas of the information books that I read for school. \((M = 2.23; SD = .81)\)

My classmates do not care about my opinion about the information books I read for school. \((M = 2.23; SD = .93)\)
Other students do not respect my reading of information books for school. 
\((M = 2.17; SD = .88)\)

My classmates do not trust my opinions about the information books that I read for school. \((M = 1.83; SD = .82)\)
Motivations for Reading Information Books:

Nonschool Questionnaire Frequencies

Intrinsic Motivation

If I hear about something interesting, I might read information books about it outside of school.

\((M = 2.77; SD = 94)\)
I read interesting information books outside of school.  
\( (M = 2.38; \ SD = 1.04) \)

- Very true of me: 25.9%
- Somewhat true of me: 26.5%
- Not very true of me: 31%
- Not at all true of me: 16.5%

I enjoy reading information books outside of school.  
\( (M = 1.98; \ SD = 0.98) \)

- Very true of me: 40.7%
- Somewhat true of me: 29.1%
- Not very true of me: 21.8%
- Not at all true of me: 8.4%
I read information books outside of school during my free time.  
\((M = 1.93; SD = .95)\)

I read information books outside of school because it’s fun. 
\((M = 1.84; SD = .90)\)
I read information books outside of school as much as I can. 
(M = 1.83; SD = .89)

I read information books outside of school for long periods of time. 
(M = 1.80; SD = .90)
Motivations for Reading Information Books:
Nonschool Questionnaire Frequencies

Avoidance

I don't usually read information books for fun.
\((M = 3.09; SD = 1.02)\)
Reading information books is not one of my favorite activities outside of school.

\( (M = 3.04; \ SD = 1.08) \)

Reading information books outside of school is boring.

\( (M = 3.03; \ SD = 1.04) \)
I read information books outside of school as little as possible.  
\((M = 2.91; SD = 1.01)\)

For me, reading information books outside of school is not enjoyable.  
\((M = 2.88; SD = 1.08)\)
I put in as little effort as possible reading information books outside of school. 
\( (M = 2.31; SD = 1.05) \)

I read easier information books when I'm not in school so I won't have to work as hard. 
\( (M = 2.29; SD = .97) \)
Motivations for Reading Information Books:
Nonschool Questionnaire Frequencies

Efficacy

I can figure out what unfamiliar words mean in information books outside of school.
(M = 2.98; SD = .90)

8.7%
15.4%
45.4%
30.5%
I can find the main idea of a section in an information book that I read outside of school.

\( (M = 2.94; SD = .91) \)

I understand what the author is trying to tell me when I read information books outside of school.

\( (M = 2.90; SD = .87) \)
I can correctly answer questions based on an information book that I have read outside of school.

\((M = 2.90; \ SD = .86)\)

I can figure out how different chapters fit together when I read an information book outside of school.

\((M = 2.84; \ SD = .90)\)
I understand all the information books that I read outside of school.

\((M = 2.83; SD = .91)\)

\[
\begin{array}{c|c|c|c|c|c}
0 & 10 & 20 & 30 & 40 & 50 \\
\hline
11\% & 18.6\% & 47\% & 23.4\% & & \\
\hline
\end{array}
\]

\text{Not at all true of me} \quad \text{Not very true of me} \quad \text{Somewhat true of me} \quad \text{Very true of me}

I am good at explaining information books that I read outside of school.

\((M = 2.68; SD = .95)\)

\[
\begin{array}{c|c|c|c|c|c}
0 & 10 & 20 & 30 & 40 & 50 \\
\hline
14\% & 24.5\% & 41\% & 20.5\% & & \\
\hline
\end{array}
\]

\text{Not at all true of me} \quad \text{Not very true of me} \quad \text{Somewhat true of me} \quad \text{Very true of me}
Motivations for Reading Information Books:  
Nonschool Questionnaire Frequencies

Perceived Difficulty

It is hard for me to discuss the information books that I read outside of school.  
\((M = 2.23; SD = .95)\)

![Bar Chart]

- Not at all true of me: 24.7%
- Not very true of me: 38.4%
- Somewhat true of me: 25.8%
- Very true of me: 11.1%
It is hard for me to answer people's questions about the information books that I read outside of school.

\((M = 2.21; SD = .95)\)

It's hard to explain an information book that I read outside of school.

\((M = 2.20; SD = .97)\)
I think the information books that I read outside of school are confusing.  
\((M = 2.19; SD = .92)\)

Information books are too hard to read in my spare time.  
\((M = 2.17; SD = 1.01)\)
I have a harder time than my peers reading information books outside of school. 
\((M = 1.95; SD = .93)\)

I need more help than most kids to understand the main ideas of some information books outside of school. 
\((M = 1.81; SD = .90)\)
Motivations for Reading Information Books: Non-school Questionnaire Frequencies

Value

I can use the knowledge that I learn from information books that I read outside of school.

\( (M = 2.90; SD = .91) \)
I usually learn something from the information books that I read outside of school.

\((M = 2.86; SD = .96)\)

<table>
<thead>
<tr>
<th>Rating</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Not at all true of me</td>
<td>12.1%</td>
</tr>
<tr>
<td>Not very true of me</td>
<td>17.8%</td>
</tr>
<tr>
<td>Somewhat true of me</td>
<td>42.4%</td>
</tr>
<tr>
<td>Very true of me</td>
<td>27.7%</td>
</tr>
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It's important to me to understand information books outside of school.

\((M = 2.49; SD = .95)\)

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<td>16.6%</td>
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<tr>
<td>Not very true of me</td>
<td>33.5%</td>
</tr>
<tr>
<td>Somewhat true of me</td>
<td>34.2%</td>
</tr>
<tr>
<td>Very true of me</td>
<td>15.8%</td>
</tr>
</tbody>
</table>
It is very important for me to be successful in reading information books when I'm not in school.

\[(M = 2.46; \ SD = .99)\]

![Bar chart showing responses to the statement about being successful in reading information books when not in school.](chart1)

Reading information books outside of school is important to me.

\[(M = 2.13; \ SD = 1.01)\]

![Bar chart showing responses to the statement about the importance of reading information books outside of school.](chart2)
Reading information books in my spare time is very important to me. 
\[(M = 1.99; SD = .95)\]

Reading information books is more useful than most of the other activities that I do outside of school. 
\[(M = 1.96; SD = .94)\]
Motivations for Reading Information Books:
Nonschool Questionnaire Frequencies

Devalue

I have more important things to do than to read information books outside of school.

\[ (M = 3.03; SD = .96) \]
I don't want to read information books when I'm outside of school. 
\((M = 2.98; SD = 1.01)\)

Reading information books outside of school takes too much time. 
\((M = 2.86; SD = 1.00)\)
Reading information books outside of school is a waste of time. 
\((M = 2.75; SD = 1.04)\)

Reading information books outside of school is not a good way to spend time. 
\((M = 2.68; SD = 1.04)\)
Reading information books outside of school is not important to me. 
\((M = 2.64; SD = 1.08)\)

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<th>Response</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Not at all true of me</td>
<td>19.6%</td>
</tr>
<tr>
<td>Not very true of me</td>
<td>24.2%</td>
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<tr>
<td>Somewhat true of me</td>
<td>28.9%</td>
</tr>
<tr>
<td>Very true of me</td>
<td>27.3%</td>
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</table>

It doesn't make a difference to me whether I read information books outside of school. 
\((M = 2.63; SD = 1.03)\)

<table>
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<th>Response</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not at all true of me</td>
<td>17.4%</td>
</tr>
<tr>
<td>Not very true of me</td>
<td>26.2%</td>
</tr>
<tr>
<td>Somewhat true of me</td>
<td>32.8%</td>
</tr>
<tr>
<td>Very true of me</td>
<td>23.7%</td>
</tr>
</tbody>
</table>
Motivations for Reading Information Books:
Nonschool Questionnaire Frequencies

Peer Acceptance

My peers trust my opinions about the information books that I read outside of school.

\((M = 2.81; SD = .91)\)
My peers and I have the same opinion about reading information books outside of school. 
\((M = 2.73; SD = .95)\)

My peers listen to my point of view about information books that I read out of school. 
\((M = 2.44; SD = .94)\)
Other kids respect my reading of information books outside of school.  
\( (M = 2.39; SD = .96) \)

Other kids value my ideas about the information books that I read outside of school.  
\( (M = 2.38; SD = .88) \)
My peers think what I read in information books is interesting.  
\((M = 2.37; SD = .86)\)

My peers ask my opinion about the information books I read out of school.  \n\((M = 1.94; SD = .89)\)
Motivations for Reading Information Books:
Nonschool Questionnaire Frequencies

Peer Rejection

My peers and I do not have the same opinion about reading information books outside of school.

\((M = 2.47; SD = .95)\)
My peers do not care about my opinion of the information books that I read out of school. \((M = 2.40; \ SD = 1.04)\)

Other kids do not value my ideas about the information books I read outside of school. \((M = 2.24; \ SD = .94)\)
My peers do not listen to my ideas about the information books I read outside of school.

$(M = 2.20; SD = .93)$

My peers do not trust my opinions about the information books that I read outside of school.

$(M = 2.01; SD = .89)$
My peers think it's strange that I read information books outside of school.  
\((M = 1.74; SD = .93)\)

Other kids do not respect me because I often read information books outside of school.  
\((M = 1.46; SD = .75)\)
Summary

In this report we provided an overview of the development and administration of the Motivations for Reading Information Books School and Nonschool Questionnaires for this study of “Identification, prediction and intervention in adolescent reading.” Through bar graphs showing student response frequencies for each item on these questionnaires, we also presented a detailed account of 7th graders’ experiences of motivation for reading information text for school and nonschool purposes. The large size and ethnic diversity of the sample suggest some generalizability to broader groups of middle school students; however, we have not determined whether this sample statistically represents a state or national population. The fact that data collection occurred for all students at the beginning of their 7th grade year should be kept in mind when examining the findings.

It should also be re-emphasized that our purpose here was to offer an organized compendium of item level data. We hope that the bar graphs offer vivid insight into many of the specific reasons 7th graders may or may not engage in information text reading both in and out of school. In ongoing analyses, we are constructing scales that represent each of the motivations studied here and investigating the interrelations among them, as well as links of students’ motivations to their reading achievement and demographic characteristics.
Appendix A: Questionnaire Directions

Motivations for Reading Information Books School Questionnaire (MRIB-S)

Read the following directions aloud to the students:

This questionnaire asks about your reading of information books for school. Information books are any books that tell you real facts and knowledge. School reading is any reading that will help you in school. It does not have to take place in your school building. School reading can be homework reading or studying too.

Read each of the sentences and then circle your answer choice. The answer choices are: Very true of me, Somewhat true of me, Not very true of me, or Not at all true of me. There are no right or wrong answers, and it is very important to be honest in your answers.

This information will not be given to your parents or teachers. It will be used by the University of Maryland research team to help them understand more about students’ reading. You will have enough time to think about each of these items.

The following are sample questions. Here, you decide if the item sounds very much like you, somewhat like you, not very much like you, or not at all like you. For example, the first item says “I like popular music.” If you really like popular music a lot, choose “very true of me,” if it sounds a bit like you choose “somewhat true of me,” if you don’t like popular music very much choose “not very true of me,” and if you really dislike popular music a lot choose “not at all true of me” (Pause so students can respond to sample question 1).

1. I like popular music.
   Very true of me  Somewhat true of me  Not very true of me  Not at all true of me

The second item says “I don’t like to spend time with my friends.” If you agree with this and really dislike spending time with your friends choose “very true of me,” if you usually don’t like to spend time with your friends choose “somewhat true of me.” If you disagree with this item and you like to spend time with your friends sometimes choose “not very true of me.” If you completely disagree with this item and you like to spend time with your friends all the time choose “not at all true of me” (Pause so students can respond to sample question 2).

2. I don’t like to spend time with my friends.
   Very true of me  Somewhat true of me  Not very true of me  Not at all true of me

The rest of this survey should be taken quietly by yourself. First, turn back the page and then begin. (Not aloud: This questionnaire should take about 12-14 minutes.)
Motivations for Reading Information Books Nonschool Questionnaire (MRIB-N)

Read the following directions aloud to the students:

This questionnaire asks about your reading of information books out of school. Information books are any books that you read that tell you real facts and knowledge. Out of school reading is any reading about your hobbies, interests, favorite topics or people, or things you want to learn about. This reading can take place anywhere in your home, friends’ homes, or community.

Read each of the sentences and then circle your answer choice. The answer choices are: Very true of me, Somewhat true of me, Not very true of me, or Not at all true of me. There are no right or wrong answers, and it is very important to be honest in your answers. This information will not be given to your parents or teachers. It will be used by the University of Maryland research team to help them understand more about students’ reading. You will have enough time to think about each of these items.

The following are sample questions. Here, you decide if the item sounds very much like you, somewhat like you, not very much like you, or not at all like you. For example, the first item says “I like to buy new clothes.” If you really like to buy new clothes a lot, choose “very true of me,” if it sounds a bit like you choose “somewhat true of me,” if you don’t like to buy new clothes very much choose “not very true of me,” and if you really dislike buying new clothes a lot choose “not at all true of me” (Pause so students can respond to sample question 1).

1. I like to buy new clothes.
   - Very true of me
   - Somewhat true of me
   - Not very true of me
   - Not at all true of me

The second item says “I don’t like to go on vacation.” If you agree with this and really dislike going on vacation, choose “very true of me,” if you usually don’t like going on vacation choose “somewhat true of me.” If you disagree with this item and you do like to go on vacation choose “not very true of me.” If you completely disagree with this item and you like to go on vacation a lot choose “not at all true of me” (Pause so students can respond to sample question 2.)

2. I don’t like to go on vacation.
   - Very true of me
   - Somewhat true of me
   - Not very true of me
   - Not at all true of me

The rest of this survey should be taken quietly by yourself. First, turn back the page and then begin. (Not aloud: This questionnaire should take about 12-14 minutes.)
Appendix B: Questionnaire Items by Construct

Motivations for Reading Information Books Reading School Questionnaire (MRIB-S)

Intrinsic Motivation for reading was conceptualized as the enjoyment of reading for school and having a desire to read often. (Cronbach’s $\alpha = .83$

1) I enjoy reading information books for school.
2) I read information books for school as much as I can.
3) I read information books for school because it’s fun.
4) The information books I read for school are interesting.
5) I read information books for school during my free time.
6) I read information books for school for long periods of time.
7) If the teacher discusses something interesting, I might read information books about it.

Avoidance was defined as having an aversion toward reading information text for school and therefore minimizing time and effort spent on these tasks. (Cronbach’s $\alpha = .79$)

1) I read information books for school as little as possible.
2) Information books for school are boring.
3) I try to get out of reading information books for school.
4) I often think, “I don’t want to read this,” when reading information books for school.
5) I wish I didn’t have to read information books for school.
6) I read easier information books in school so I won’t have to work as hard.
7) I put in as little effort as possible reading information books for school.

Value was defined as belief in the importance and usefulness of school reading. (Cronbach’s $\alpha = .83$)

1) I usually learn something from the information books that I read for school.
2) Understanding information books for school is very important to me.
3) Reading information books is more useful than most of my other activities for school.
4) Reading information books for school is very important to me.
5) Studying information books for school is important to me.
6) I can use the knowledge that I learn from information books for school.
7) It is very important to me to be successful in reading information books for school.

Devalue was conceptualized as the belief that reading information books for school is not important or useful for one’s success or future. (Cronbach’s $\alpha = .81$)

1) It doesn’t make a difference to me whether I read information books for school.
2) Reading information books for school takes too much time.
3) I don’t want to read information books in school.
4) Reading information books for school is not useful for me.
5) Reading information books for school is not important to me.
6) I have more important things to do than to read information books for school.
7) Reading information books for school is a waste of time.

**Peer Acceptance** was defined as feeling that one’s school reading habits and point of view about reading are valued by peers. (Cronbach’s $\alpha = .81$)

1) My classmates and I agree about the meanings in information books we read in school.
2) My classmates want me to do well in reading information books for school.
3) Other students respect my reading of information books for school.
4) My classmates ask my opinion about the information books I read for school.
5) Other students value my ideas about the information books I read for school.
6) My classmates believe my ideas about information books for school.
7) My classmates trust my opinions about the information books that I read for school.

**Peer Rejection** was conceptualized as the notion that one’s school reading habits and point of view about reading are not respected, cared about, or agreed with by peers. (Cronbach’s $\alpha = .74$)

1) My classmates and I do not agree about the meanings of information books we read for school.
2) My classmates do not care whether I do well in reading information books for school.
3) Other students do not respect my reading of information books for school.
4) My classmates do not care about my opinion about the information books I read for school.
5) Other students do not value my ideas about the information books I read for school.
6) My classmates have doubts about the information books that I read for school.
7) My classmates do not trust my evaluations about the information books that I read for school.

**Reading Efficacy** was defined as one’s beliefs about his or her capacity to complete school reading tasks. (Cronbach’s $\alpha = .82$)

1) I can figure out how different chapters fit together when I read an information book for school.
2) I can explain what I have read in information books to my classmates or friends from school.
3) I can find the main idea of a section in an information book for school.
4) I can figure out what unfamiliar words mean in information books for school.
5) I understand all the information books that I read in school.
6) I understand what the author is trying to tell me when I read information books for school.
7) I can correctly answer questions based on an information book that I have read for school.

**Perceived Difficulty** in reading was defined as holding the perception that reading information books in school is hard. (Cronbach’s $\alpha = .85$)
1) The information books I read for school are way too hard.
2) I need help understanding the main ideas of some information books for school.
3) It is hard for me to discuss the information books that I read for school.
4) I have a hard time explaining to another person what the information book for school was about.
5) I think the information books that I read for school are really confusing.
6) It is hard for me to answer the teacher’s questions about the information book that I read in school.
7) I just don’t understand some topics in the information books that I read for school.

The Motivations for Reading Information Books Nonschool Questionnaire (MRIB-N)

Intrinsic Motivation for reading was conceptualized as the enjoyment of nonschool reading and having a desire to read often. (Cronbach’s α = .89)

1) I enjoy reading information books outside of school.
2) I read information books outside of school as much as I can.
3) I read information books outside of school because it’s fun.
4) I read interesting information books outside of school.
5) I read information books outside of school during my free time.
6) I read information books outside of school for long periods of time.
7) If I hear about something interesting, I might read information books about it outside of school.

Avoidance was defined as having an aversion toward reading nonschool information text and therefore minimizing time and effort spent reading it. (Cronbach’s α = .77)

1) I read information books outside of school as little as possible.
2) I don’t usually read information books for fun.
3) Reading information books is not one of my favorite activities outside of school.
4) For me, reading information books outside of school is not enjoyable.
5) Reading information books outside of school is boring.
6) I put in as little effort as possible reading information books outside of school.
7) I read easier information books when I’m not in school so I won’t have to work as hard.

Value was defined as belief in the importance and usefulness of reading outside of school. (Cronbach’s α = .85)

1) I usually learn something from the information books that I read outside of school.
2) It’s important to me to understand information books outside of school.
3) Reading information books is more useful than most of my other activities that I do outside of school.
4) Reading information books in my spare time is very important to me.
5) Reading information books outside of school is important to me.
6) I can use the knowledge that I learn from information books that I read outside of school.
7) It is very important to me to be successful in reading information books when I’m not in school.

Devalue was conceptualized as the belief that reading information books outside of school is not important or useful for one’s success or future. (Cronbach’s α = .83)

1) It doesn’t make a difference to me whether I read information books out of school
2) Reading information books outside of school takes too much time.
3) I don’t want to read information books when I’m outside of school.
4) Reading information books outside of school is a not good way to spend time.
5) Reading information books outside of school is not important to me.
6) I have more important things to do than to read information books in my spare time.
7) Reading information books outside of school is a waste of time.

Peer Acceptance was defined as feeling that one’s reading habits and point of view about reading outside of school are valued by peers. (Cronbach’s α = .77)

1) My peers and I have the same opinion about reading information books out of school.
2) My peers listen to my point of view about information books that I read out of school.
3) Other kids respect my reading of information books outside of school.
4) My peers ask my opinion about the information books I read out of school.
5) Other kids value my ideas about the information books I read outside of school.
6) My peers think what I read in information books outside of school is interesting.
7) My peers trust my opinion about the information books that I read out of school.

Peer Rejection was conceptualized as the notion that one’s nonschool reading habits and point of view about reading are not respected, cared about, or agreed with by peers. (Cronbach’s α = .70)

1) My peers and I do not have the same opinion about reading information books outside of school.
2) My peers do not listen to my ideas about information books out of school.
3) Other kids do not respect me because I often read information books outside of school.
4) My peers do not care about my opinion of the information books I read out of school.
5) Other kids do not value my ideas about the information books I read outside of school.
6) My peers do not trust my evaluations about the information books that I read out of school.
7) My peers think it's strange that I read information books outside of school.

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Efficacy was defined as one’s beliefs about his or her capacity to complete nonschool reading tasks. (Cronbach’s $\alpha = .85$)

1) I can figure out how different chapters fit together when I read an information book outside of school.
2) I am good at explaining information books outside of school.
3) I can find the main idea of a section in an information book outside of school.
4) I can figure out what unfamiliar words mean in information books outside of school.
5) I understand all the information books that I read outside of school.
6) I understand what the author is trying to tell me when I read information books in my spare time.
7) I can correctly answer questions based on an information book that I have read outside of school.

Perceived Difficulty in reading was defined as holding the perception that reading information books in outside of school is hard. (Cronbach’s $\alpha = .85$)

1) Information books are too hard to read in my spare time.
2) I need help more help than most kids to understand the main ideas of some information books outside of school.
3) It is hard for me to discuss the information books that I read outside of school.
4) It is hard to explain an information book that I read outside of school.
5) I think the information books that I read outside of school are really confusing.
6) It is hard for me to answer people's questions about the information books that I read outside of school.
7) I have a harder time than my peers reading information books outside of school.
References


Citation for this report: