



To Read or Not to Read? Investigating Students' Reading Motivation



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Overview


- ◆ Background
- ◆ Research Questions
- ◆ Methods
- ◆ Findings
- ◆ Discussion
- ◆ Q&A



But, first....Let's take a poll

What percentage of seniors said they completed "ALL" of their required reading assignments for class?


- A. 5%
- B. 20%**
- C. 55%
- D. 70%
- E. 90%



But, first....Let's take a poll

What percentage of seniors said they completed "ALL" of their required reading assignments for class?

[POLL](#)




Background

- **Reading Compliance** (Lei, Bartlett, Gorney, & Herschbach, 2010)
- **Reading Resistance** (Burchfield & Sappington, 2000; Connor-Greene, 2000; Hoefft, 2012; Sappington, Kinsey, & Munsayac, 2002; Lei et al., 2010)
- **Variation of College Students' Reading Motivation** (Wambach, 1999)

Background

- **Promoting Reading Motivation** (Brost & Bradley, 2006; Hobson, 2004; Lei et al., 2010)
- **Few studies have looked into college students' reading motivation by student characteristics, such as gender, racial/ethnic background, and college grades.**



Guiding Research Questions

- About how much of required course readings do students complete?
- To what extent does reading motivation vary by students' demographic background and academic experiences (e.g., field of study, grades)?
- What types of readings are most often assigned? To what extent are assignments related to students' reading motivation?

Methods

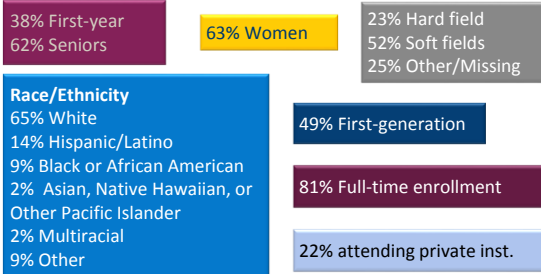
Survey Instrument

- National Survey of Student Engagement 2013
- First-year and senior students only
- A snapshot of student experiences inside and outside of the classroom at four-year colleges and universities
- Core survey has approximately 90 items
- Beta Items-Reading Motivation



Sample

29,436 students attending 45 four-year institutions



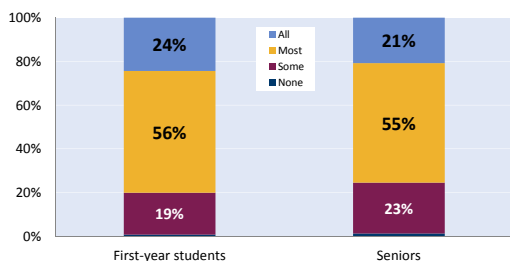
Analyses

- Item-level frequencies
- Exploratory factor analysis
- OLS regression
- T-tests



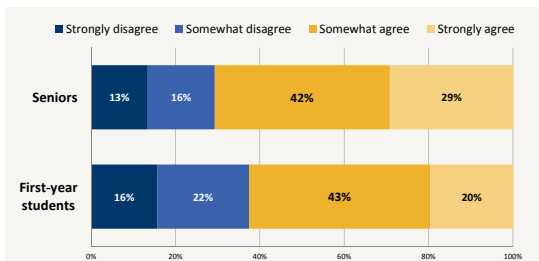
RQ1: Completing Required Reading

About how much of your required course readings do you usually complete?



RQ1: Completing Required Reading

I did not complete my course assignments due to the time constraints of my schedule.






Reading Motivation Scale

How much do you agree or disagree with the following statements?
I complete course readings because ...

1= Strongly disagree; 2= Somewhat disagree; 3= Somewhat agree; 4= Strongly agree

Intrinsic Reading Motivation ($\alpha = .66$)		
Item Components	Mean	SD
I am interested in the topic	3.12	.75
I enjoy reading of any kind	2.54	.91
I respect the instructor	3.20	.78
The reading material is easy to understand	2.67	.80

RQ2: Variation in Reading Motivation

- OLS regression – Seniors
- Dependent variable: Intrinsic Reading Motivation
- Independent variables
 - Student demographics: gender, race/ethnicity, parental education, age
 - Academic characteristics: major field, self-reported college grades, educational aspiration, enrollment status, distance education
 - Institutional context: control, Barron's selectivity

RQ2: Variation in Reading Motivation

OLS Selected Findings

- 5.3% of the variance in Intrinsic Reading Motivation can be explained by senior students characteristics and institutional characteristics.
- Variation found by some student demographics: gender, age, race/ethnicity
- Variation found by field of study and some academic characteristics: college grades, educational aspiration

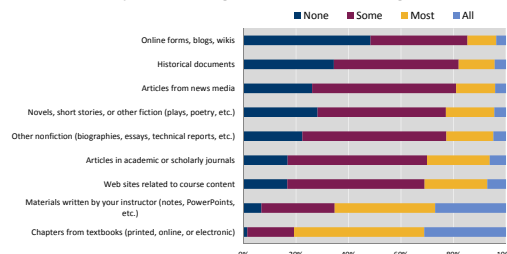
Soft Fields (versus hard fields)	+++
Female	+++
Asian, Native Hawaiian, or Other Pacific Islander	++
Black or African American	++
Hispanic or Latino	+++
Multiracial	-
Other	-
First-generation status	-
Traditional age	---
Full-time enrollment	-
Student taking all courses online	-
College grades: mostly Bs	---
College grades: mostly Cs or below	---
Educational aspiration: Master's degree	+++
Educational aspiration: Doctoral degree	+++

Key: +++ p<.001; B=0; ---, p<.001; B=0
 ++, p<.01; B=0; --, p<.01; B=0
 +, p<.05; B=0; -, p<.05; B=0

Reference group for race/ethnicity: White
 Reference group for self-reported college grades: mostly As
 Reference group for educational aspiration: bachelor's degree

RQ 3: Types of Assignments - Seniors

During the current school year, in about how many of your courses have you been assigned to read the following?



Legend: ■ None ■ Some ■ Most ■ All


Let's take another poll...

Which types of readings assignments were associated with *low* reading motivation?

[POLL-low motivation](#)

Which types of readings assignments were associated with *high* reading motivation?

[POLL-high motivation](#)



Let's take another poll...

Which types of readings assignments were associated with *low* reading motivation?

A. Chapters from textbooks

B. Articles in academic journals

C. Articles in new media

D. Web sites related to course content

E. Historical documents

F. Other nonfiction

G. Novels, short stories, or other fiction (plays, poetry, etc.)

H. Online forums, blogs, wikis

I. Materials written by your instructor (notes, PowerPoints, etc.)

Let's take another poll...

Which types of readings assignments were associated with *low* reading motivation?

A. Chapters from textbooks	F. Other nonfiction
B. Articles in academic journals	G. Novels, short stories, or other fiction (plays, poetry, etc.)
C. Articles in new media	H. Online forums, blogs, wikis
D. Web sites related to course content	I. Materials written by your instructor (notes, PowerPoints, etc.)
E. Historical documents	

Let's take another poll...

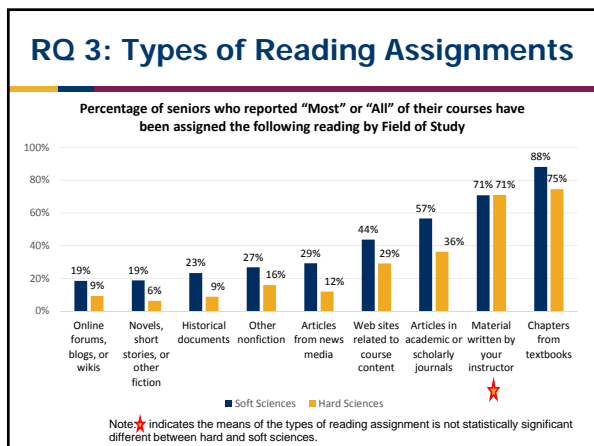
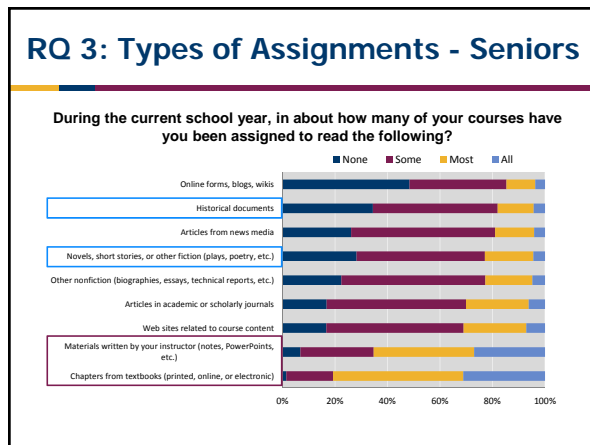
Which types of readings assignments were associated with *high* reading motivation?

A. Chapters from textbooks	F. Other nonfiction
B. Articles in academic journals	G. Novels, short stories, or other fiction (plays, poetry, etc.)
C. Articles in new media	H. Online forums, blogs, wikis
D. Web sites related to course content	I. Materials written by your instructor (notes, PowerPoints, etc.)
E. Historical documents	

Let's take another poll...

Which types of readings assignments were associated with *high* reading motivation?

A. Chapters from textbooks	F. Other nonfiction
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E. Historical documents	



Discussion & Recommendations

- Proportion of students completing *all* the required readings is troublesome
- Many attribute this to "time constraints" – more research is needed (work schedule, coursework, personal responsibilities)
- Students in soft fields have higher intrinsic reading motivation -- why?
- Assign a variety of readings

Q & A

1. Are these findings reflective of reading motivation of students at your institution?
2. What other challenges do faculty encounter when promoting reading motivation?
3. What strategies have you found to be helpful in motivating students to complete their readings for class?



Thank You!

Questions? Contact the authors
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