

26

*African Educational
Research Network*



THE AFRICAN SYMPOSIUM

Volume 7, No. 1, June 2007

Table of Contents

David Adewuyi, Managing Editor.....	5
Students' Attitudes towards Online Learning: A case study of the of Extra Mural Studies, University of Nairobi, Kenya. Sa	11
Government Reform And The Challenges Of Bureaucratic Ethics In Nigeria Eyeye	21
Contours of Nigerian Secondary Education: An Effective Management Trends Olasumbo Oredein	33
Heart Disease Risk Factors In Nigerian University Students Ausa, Rafiu O. Okuneye, and Elizabeth E. Anejo	43
son of the Universal Basic Education (Ube) Program In Nigeria Grundskola Of Sweden Oduolowu	51
ess of Peer -Tutoring And Self -Instructional Training Strategies In Reasoning Skills Among Hearing-Impaired Children In Ibadan, Nigeria: ns For Inclusiveness D., Komolafe M.D.....	61
ancing Of Special Needs Education Improve With The Introduction Of ary Education In Kenya? Evidence From Schools. pari, Frederick Gravenir, Godfrey Mse, Frederick Mugisha	71
Household Poverty, School Attendance and Educational Attainment: from Sokoto State of Nigeria Sanda and Tukur Garba	81
The 'Living Dead' And The Built Environment: The Example Of apture At Residential Houses In Ile-Ife Nigeria. o Abass, Makinde David Olajide, and Ijisakin Yemi Olaolu.....	97
ion And Communication Technology In The Nigerian Early Childhood ary Education a Olalere Yusuf	107
tion and Communication Technologies in Secondary Education in ustaining Collaborative Partnerships for Technology-enhanced n in South Africa J. Evoh	115

Effect of Control As Correlate Of Examination Anxiety In Examination – Bound University Undergraduates Okele, O. S. and Daramola Olawale, D.	129
Empirical Assessment Of Students' Motivation To Read Okele, O. S.	133
Effect of Group Counseling on the Psychological Adjustment of People Living With HIV/AIDS in Nigeria Okele, O. S. and Amancia Agbomian	141
Relationships Of Emotional Intelligence And Self-Efficacy To Work Attitudes Among Secondary School Teachers In Southwestern Nigeria Okele, O. S.	153
Assessment Of Students' Views On The Relevance And Balance Of Monetary Concepts In The Secondary School Mathematics Curriculum In Zimbabwe Okele, O. S., Claver P. Bhunu, Peter Chifamba, Judah P. Makonye	163
Monetary Death Syndrome and The STM Teachers In Akwa Ibom And Cross River States Of Nigeria: The Need For Exercise Therapy Okele, O. S.	171
Self-Esteem Evaluation Of Nigerian Teenage Students Okele, O. S.	177
Need for Teachers To Be Researchers Okele, O. S., Adu-Pipim Boaduo FRC and Saline Monica Babitseng	183
Research in Axum: Emphasizing Alternative Methodologies of Historical Research in Contemporary Horn of Africa Studies Okele, O. S.	193

A Clinical Assessment Of Students' Motivation To Read

Foluso Okebukola
Lagos State University

Abstract

Number of theories suggest that literacy learning is influenced by a variety of motivational factors. Consequently, the pendulum of research in reading has swung in this direction in the recent past. The present study sought to contribute to our understanding of how adolescents acquire the motivation to step into active, engaged readers by assessing two specific dimensions of reading motivation: self concept as a reader and value of reading. A reading survey questionnaire was used to assess both aspects. The study involved 150 junior and senior secondary students whose ages ranged between 12 and 18 years. Data were analyzed using SPSSPC + package to compare the pair samples. The results showed significant difference in the subjects' self - perceived competence and the value they placed on reading. There was no significant difference between junior and senior secondary students in their motivation to read. It was also found that gender does not significantly affect students' motivation to read. Implications of findings are discussed.

Introduction

In the early 1990s when the National Reading Research center was planned, the organizers conducted a national survey of teachers that asked their opinion about the most pressing issues confronting education. One concern that was much more prominent than the others in the responses was maintaining students' academic motivation. In response to that input, the National Reading Center focused on the promotion of student engagement in Literacy (Mahavan, Gambrell, Guthrie, Stahl & Alvermann, 1992).

Number of theories suggest that reading is influenced by a variety of motivational factors. These include: self perceived competence and task values as major determinants of motivation and task engagement. For example (Eccles, 1983) advanced an 'expectancy - value' theory of motivation which states that motivation is strongly influenced by one's expectation of success or failure at a task as well as the value or relative attractiveness the individual places on the task. The works of Paris & Okar (1986) & Schunk (1985) suggest that students who believe they are capable and competent readers are more likely to out perform those who do not hold such beliefs. In addition, students who perceive reading as valuable and important and who have personally relevant reasons for reading will engage in reading in a more planned and effortless manner (Paris & Okar, 1986). The works of other motivational theorists, such as (Ford, 1992 & Winne, 1985) have been grounded in the expectancy - value theory. Ford's (1992) motivational theory maintains that people will attempt to attain goals they value and perceive as achievable. Similarly, Winne (1985) views the 'idealized reader' as one who feels competent and derives reading as being of personal value and practical importance. Within this theoretical framework reading motivation is defined by an individual's self-concept and the value the individual places on reading.

Evidence from Research

The value placed on motivation is supported by a robust research literature that documents the relationship between motivation and achievement (Unoh, 1991, Okebukola, 2000 & Ford, 1992). The results of these studies clearly indicate the need to increase our understanding of how learners

the motivation to develop into active, engaged readers. According to (Guthrie, 1996) motivated readers generate their own literacy learning opportunities, and in doing so, begin to determine their own destiny as literacy learners. Highly motivated readers are determining and generate their own reading opportunities. They want to read and choose to for a wide range of personal reasons such as curiosity, involvement, social interchange and personal satisfaction.

Research suggests that elementary children's motivation to learn tend to decline as they move through the grades (Guthrie & Wigfield, 2002).

Research also suggests that elementary school children who are motivated to read spend more time reading than those who are not motivated (Wigfield & Guthrie, 1997). Research has indicated that children who spend more time reading are better readers and comprehend than children who spend little time reading. Because teachers have recognized that motivation is at the heart of many of the pervasive problems faced in teaching reading, they have used various instructional practices to enhance reading motivation and encourage children to read (Wang & Guthrie 2004).

As evidence from research supports the notion that high motivation to read is associated with a positive self-concept as a reader and high value assignment while low motivation to read is associated with poor self-concept as a reader and low value assignment. Given this emphasis on self-concept and task value in motivation theory, it seems important that efforts should be directed towards assessing both of these factors. However, most of the works on motivation reviewed after an extensive search of literature involve studies of elementary readers. It is important that complementary research be carried out on adolescents and adult readers. This is the thrust of the present study.

The following null hypotheses were formulated and tested at a preset alpha level of 0.05.

There is no significant difference in students' motivation as measured by self-concept and the value they place on reading.

There is no significant difference in the motivation of junior and senior secondary students to read.

There is no significant difference in male and female students' motivation to read.

Method

Participants

The study involved a total of 75 junior secondary students (JSS) and 75 senior secondary students (SSS) from 6 schools. The schools and students were randomly selected from a database of all secondary schools in Ojo local government area of Lagos State. The choice of Ojo local government was for ease of accessibility. There were 64 boys and 86 girls in the sample. Their ages ranged between 12 – 18 years.

Measuring Instruments

The reading survey questionnaire portion of the Motivation to Read Profile by (Gambrell, Palmer, Codling & Mazzoni, 1996) was used. The questionnaire consists of 20 items and uses a 4-point scale. It assesses two specific dimensions of reading motivation; self concept as a reader (10 items) and value of reading (10 items). The items that focus on self-concept as a reader are designed to elicit information about students' self-perceived competence in reading and self-

performance relative to peers. The value of reading items are designed to elicit information on the value students place on reading tasks and activities, particularly in terms of frequency of engagement and reading related activities (See Appendix Figure I).

Reliability checks were carried out using language education experts; internal consistency analysis revealed a moderately high reliability for both sub scales (self-concept 0.75, value of reading 0.82) within a five day gap between administration on a pilot sample.

Procedure

The questionnaire was administered by the researcher with the aid of the class teachers. The administration took approximately 20 – 25 minutes. The items were read aloud to students to ensure the veracity of students' responses. Students were made to understand that their responses to the survey items would not affect their examination grades. They were told that the survey would provide information that the teacher can use to make reading more interesting for them and that the information would be helpful only if they provided their most honest responses. The responses were scored using a 4-point scale with the most positive assigned the highest number (4) while the least positive response was assigned the lowest number (1).

Results

The data were analyzed using SPSSPC + statistical package to compare the pair samples. The results of the analyses are shown in tables 1 – 4 (see appendix). The results revealed no significant difference in students' self concept and the value placed on reading. This implies that high motivation to read is associated with positive self-concept and high value assignment. (means for juniors 33.1 and 33.41). There is no significant difference in the motivation of junior and senior secondary school students (means – 33.03 and 33.25). It was revealed that girls had higher mean score 33.53 while boys 32.59 signifying a significant difference in the motivation of male and female readers in favor of girls.

Discussion

The study assessed two specific dimensions of reading motivation: self concept as a reader and value of reading. The first hypothesis focused on the comparison of students' motivation as measured by self concept and the value they place on reading. The results showed that there is no significant difference in their motivation in both concepts. This agrees with current theories which suggest that self perceived competence and task value are major determinants of motivation (Bandura 1983, Paris & Oka 1986, Schunk 1985). This is an indication that students who believe they are capable and competent readers are more likely to engage in reading than those who consider themselves as failures.

The test of hypothesis II showed that there was no significant difference in the reading motivation of junior and senior secondary school students. This result is at variance with previous works for instance McKenna & Kear (1990) found that attitude and reading decrease as children progress through elementary grades. The equal level of motivation in the samples of the present study and the contrasting evidence from previous works could be due to the students' (mostly high school readers) recognition of the importance of reading - a facet of motivation which Wigfield & Guthrie (1995) noted could affect reading.

influence of gender on the motivation of students was also of interest in the study. It was found that girls are better motivated to read than boys. This agrees with previous works in the area of gender and reading. For instance Gorman, White & Brooks (1988) recorded significant differences in both performance and attitude between sexes in favor of girls. Whitehead, Cappey, & Moddrin (1977) reported the findings of a study on children gender and reading in which boys had lesser enthusiasm than girls.

The equal level of motivation in the samples of the present study could be due to the effect of the socio-economic background of the boys as it had been established that students from families with high socio-economic status are more highly motivated in reading than students from average and low socio-economic backgrounds (Abodunrin, 1987 Droop & Verhoeven, 2003).

Conclusion and Recommendations

This study provides evidence that high motivation to read is associated with positive self-concept and high value assignment. Information from the results can be used to plan instructional activities that will support reading development. For example there is need to help boys as well as girls from low socio-economic backgrounds who need additional support in developing motivation to read by arranging for them to read books to children in lower grades. The teacher can also implement meaningful cooperative group activities where students teach one another about what they have read regarding a particular topic. The teacher can also involve the class in projects that require reading instructions e.g. preparing a recipe, writing a magazine or performing a science experiment.

References:

- Abodunrin, Y. (1987). Developing the reading skills in the primary schools: The state of the art. *Nigerian Educational Forum* 10, 1, 9-18.
- Droop, M. & Verhoeven, L. (2003). Language proficiency and reading ability in first and second language learners. *Reading Research Quarterly*, 38, 1, 78 - 103.
- McCles, J. (1983). Expectancies, values and academic behaviours. In J.T. Spence (Ed.), *Achievement and achievement motives*. San Francisco: Freeman.
- Ford, M.E. (1992). *Motivating humans*. Newbury Park, CA: Sage.
- Gambrell, L.B., Palmer, B.M., Codling, R.M., and Mazzoni, S.A. (1996). Assessing motivation to read. *Reading Teacher*, 49, 518 - 533.
- Guthrie, J.T. (1996). Educational contexts for engagement in literacy. *The Reading Teacher*, 49, 432-445.
- Gorman, T. White, J. & Brooks, G. (1988). *Language performance in schools: Review of APU Language Monitoring, 1979-1983*. London: HMSO.
- McKenna, M.C. & Kear, D.J. (1990). Measuring attitude toward reading: A new tool for teachers. *The Reading Teacher*, 43, 626-639.
- Obekunola, F.O. (2000). Connecting adolescents and reading: Interests at the senior secondary level. *New Dimensions in Educational Development*, 1, 64-75.
- Offiahavan, J., Gambrell, L.B., Guthrie, J., Stahl, S., & Alvermann, D. (1992). Poll results guide activities of research center. *Reading Today*, 10, 12.
- Paris, S.G., & Oka, E.R. (1986). Self regulated learning among exceptional children. *Exceptional Children*, 53, 103-108.
- Schunk, D. (1985). Self-efficacy and school learning. *Psychology in the Schools*, 22, 208-223.
- Unoh, S.O. (1992). Reading for intellectual development: A psycholinguistic view. *Literacy and Reading in Nigeria*, 5, 9-20.
- Whitehead, F. Cappey, A. Moddrin, W. (1977). *Children and their books: The final report of the schools council project on children's reading habits*. Basingstoke: Evans/Methuen Educational.

- Field, A., and Guthrie, J.T. (1995). *Dimensions of children's motivations for reading: An initial study* (Reading Research Report No. 34). Athens, G.A. and College Park, MD. National Reading Research Center.
- Frederick, P. (1985). Steps toward promoting cognitive achievements. *Elementary School Journal*, 85, 673-693.