LITERACY AND INTRINSIC MOTIVATION

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Motivation is a strong force that pushes an individual to greater heights. It plays a considerable role in how a person develops by regulating themselves. Further, it may control how much effort or investment one is willing to exert on a particular object, event, or activity. In this sense, the source of motivation must be strengthened from the foundational years to ensure that it greatly persists throughout maturity. In fact, this can be applied to the development of several skills.

Reading comprehension, for instance, was found to be significantly related to reading motivation (Retelsdorf, Köller, & Möller, 2011). This can be classified into either extrinsic or intrinsic motivation. Individuals who leisurely read exhibit intrinsic motivation, while extrinsically motivated readers are those who aim for goals that exceed the actual process of reading. Studies conducted on students in Grade 4 or older found intrinsic motivation to be positively associated with reading comprehension. Meanwhile, previous findings imply the lack of significant relationship between extrinsic reading motivation and reading comprehension, if not negative (Schiefele, Stutz, & Schaffner, 2016).

As for early elementary years, Schiefele et al. (2016) assessed the relationship between reading comprehension and intrinsic reading motivation through a longitudinal study. Instead of being confined to the love for reading, their study consisted of “curiosity” and “involvement” as determinants of intrinsic reading motivation. They found that involvement was positively
correlated with sentence level and word level comprehension. In contrast, competition, representing extrinsic motivation, was found to be negatively linked to comprehension.

In detail, involvement was defined as an immersive quality or reading to induce imaginative actions or images. Curiosity was found nonsignificant to any indicator of reading comprehension. Despite this, it is important to note that engaging and imaginative approaches could lead to greater reader involvement of younger students. This fosters a more internal drive for comprehension.

References:
