Baker. L. & Wigfield, A. (1999). Dimensions of children's motivation for reading and their relations to reading activity and reading achievement. *Reading Research Quarterly, 34*, 452-477.

Keywords: motivation

Summary: The purpose of this study was to explore various student motivations and how these different motivations might affect reading activities and abilities. Using a questionnaire, students' varying motivations were identified. The students also completed measures that examined their reading activities and achievement levels. Analysis showed many possible factors related to reading abilities, such as gender, ethnicity, social class, grade, and family income.

Assumptions:
- Reading requires effort, and, therefore, motivation.
- Children with more positive attitudes and dispositions are more motivated to read.
- Motivation is individual, allows access and use of prior knowledge, and encourages engagement in social sharing of reading.

Results:
- Children's motivations and views of themselves as readers were multidimensional, stemming from different cultures and experiences.
- Children have various different motivational characteristics and will respond differently to motivational strategies (competitive, collaborative, etc.).
- Ethnicity and gender differences were found in relation to motivational characteristics.

Conclusions:
- Students should not be classified as "motivated" or "unmotivated" to read, but instead as individuals with personal reading styles and motivations.
- The ways in which students are motivated is highly multifaceted, occurring in different ways and for different purposes.
- Distinguishing the ways and purposes that motivate students is important for instructional purposes.

Suggestions for Teachers:
- Identify purposes, strategies, and materials that students find motivating and incorporate them into instructional planning.
- Understand that motivation is complex and multifaceted; classifying students as "unmotivated" to read belies the complexity.

Suggestions for Literacy Leaders:
- Recognize the complexity of motivation and support teachers' use of a variety of purposes, strategies, and materials to meet curricular goals.
- Encourage the development and implementation of curriculum and school practices that accommodate the complexity of motivation.