



**EXAMINING THE ROLE OF INTRINSIC AND EXTRINSIC  
MOTIVATION IN READING ACHIEVEMENT: INSIGHTS FROM  
ELEMENTARY SCHOOLS**

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**Abstract:**

This study explores a correlation between intrinsic motivation, extrinsic motivation and reading achievement among elementary school level students. The research paper relates the importance of motivation in literacy because it determines the impact made on the performance in the reading by the different types of motivation on the students. The surveys determined the self-constituted motivation levels of the students they were analyzed along with their studying rankings in reading and the teacher perceptions of what activities were the students involved in when reading in the classroom. Students who are the intrinsically motivated perform better according to the findings as compared to the students that are externally motivated. The fact that motivation was enhanced as well was also pointed out as classroom activity to define the mechanisms of engagement and interest was given. According to the researchers, what they recommend to the teachers is that the latter should focus on eliciting meaningful behaviors/intrinsically-oriented performances through the means of engagement and diverse reading materials, since they can cautiously apply extrinsic rewards to lure the temporary participation.

**Keywords:** The Internal Motivation, The External Motivation, The Academic Performance in Reading, The Achievement in Reading, The Elements School, The Classroom Activity

**Introduction**

The motivation to reading is just as important and influences career path of the students, especially when building life when they acquire the reading skills at the elementary school level. The effects of motivation on reading performance is now at the center of educational research because of its great potential in improving the performance of the students as regards their literacy attainment. It has been found that more motivated students to read would be more likely to attain higher levels of reading proficiency and shows more long-term success in academic performances (Guthrie et al., 2007). Since reading is a very important competence that is needed in every subject, it is vital to learn more about what drives students to read. The relationship between the dimensions of motivation and achievement as applied to elementary school students is discussed in this study given that elementary school students are at the critical age of establishing lifelong literacy skills.

One cannot stress the role of literacy development with the help of the elementary school stage enough. The whole of the future learning is based on early literacy skills and academic success at later stages is dependent mostly on a student reading well. With the concentration by educators and policy makers on raising the standards of education, there has been a focus on literacy as well, particularly with more and more student needs early on to have good reading skills. The National Reading Panel (2000) has pointed out the need to be a good reader not only in regards to academic performance but also in practical purposes.



Thus, knowledge on how motivation influences the achievement in reading can be used to develop the educational policies that will be based on trying to pursue the better results in reading among the students. Moreover, this study has a specific significance in the times when education has become more personal. Current focus is on the importance of using instruction to adhere to individual motivational type of the students (Schunk & Zimmerman, 2012). As more and more parents, administrators, teachers, and scholars are introduced to differentiated learning plans and individual learning plans, it is essential to comprehend how varying sources of motivation impact the reading behaviour and student performance. This research will give an understanding to the educators on how intrinsic and extrinsic motivation may interact with reading activities and how it influences the engagement and achievement of the students and will help to provide evidence-based methods of how to make the most out of reading instruction and literacy development within diverse classrooms.

Motivation related to the reading can be classified, generally, into two categories namely intrinsic motivation and extrinsic motivation. Intrinsic motivation can be described in terms of desire to take part in a task due to the nature of enjoyment and gratification (Deci & Ryan, 1985). When it comes to reading, the intrinsically motivated students in reading are students who read because they wish to do it because they believe it is interesting, enjoyable, or personally satisfying. It has continually been demonstrated that intrinsic motivation is a positive indicator as to whether an individual will succeed over time academically and especially in reading (Guthrie & Humenick, 2004). Motivated students are more likely to read in their own time and they would perform better in hard reading assignments and demonstrate greater reading scores and reading comprehension (Guthrie et al., 2007).

Conversely, the extrinsic motivation is externally oriented by an incentive or reward, whether that comes in the form of grades, commendation or actual awards (Deci & Ryan, 2000). Although extrinsic motivation can enhance the short-term participation in the reading, it can fail to keep the students interested in the long run. Research has highlighted that the overuse of external rewards to students can hamper the intrinsic motivation and lower the long-term performance of students in reading (Lepper et al., 2005). Nevertheless, these factors may be regarded as the potential disadvantages of extrinsic motivation, which should be taken into account in the reading behaviors of certain students. To illustrate, those students that experience difficulties in their reading may need external rewards that will help them to be involved in the reading activities even though they have no inner motivation of being engaged in reading.

Interaction between intrinsic and extrinsic motivation in the development of reading achievement provides one of the areas to be explored in this study. Even though the applied intrinsic motivation may be viewed as more productive in a long academic career, it should be noted that both of the motivations can become complementary to each other in developing the interest to reading activities. However, using a balanced combination of intrinsic and extrinsic motivation has been found by the research conducted in the recent past to enhance reading results (Schunk & Zimmerman, 2012). As an example, extrinsic motivation can encourage students to remain engaged in systematic reading tasks even though intrinsic motivation can be used to make students read as an enjoyable activity especially when they are acquiring reading skills.

Given these results, the newer direction in education is the emphasis on how to avoid the loss of interest in the particular case (both, consequences of the use of extrinsic incentives and avoidance of the influence of extrinsic incentives as the main cause). Teachers are advised to focus on making learning conditions conducive into having the students develop an intrinsic desire to read, hence proposing executions like providing choices over what material to read, giving them a chance to learn independently, and focusing on facilitating positive supportive atmospheres in the classroom. At the same time, external rewards



including praise and rewards can also be applied to make the students eager to respond and stay longer in reading activities, especially in the initial part of literacy development.

## Research Questions

The primary objective of this study is to explore the complex relationship between reading motivation and reading achievement in elementary school students. The study will seek to answer the following key research questions:

1. How does reading motivation influence reading achievement in elementary school students?
2. Does intrinsic motivation have a stronger effect on reading achievement than extrinsic motivation?
3. How do classroom reading activities shape students' motivational levels?

## Rationale

The paper endeavors to explain the effectiveness of motivation and reading achievement in elementary school students with respect to the role played by intrinsic and extrinsic motivation in the success of reading among elementary school learners. The study is going to be conducted with particular focus on determining exactly how different forms of motivation impact the behavior of students in reading and their performance as well as classroom activities which would serve in increasing motivation. Positioning the answers to the research questions above, the study aims to present the evidence-based guidelines to educators on the development of the motivating reading environment that can be applied to foster student achievements.

This article is divided into three parts with the first section comprising an in-depth review of the literature related to the issue of motivation and reading achievement. This is done to provide a base of the available knowledge on which to base the study. It is followed by a description of the research methodology to be adopted in the study. Appendix The results section will report the findings of the relationship between motivation and achievement and the discussion will offer synthesis of findings with recommendation on teaching practice. Last but not least, the conclusion will provide the contribution of the study to the topic of educational psychology and give the directions of possible future research in this category as well.

As a possible support to creating a working reading instruction plan, there is a necessity to know how behavioral motivation interacts with reading achievement among elementary school students. This paper aims at adding to the body of knowledge available concerning reading motivation since it will explore the factors contributing to reading motivation through reading performance of students; the factors include intrinsic and extrinsic reading motivations. In examining the way different motivational factors influence the activities in a classroom; the study hopes to offer significant insights to educators that would guide them to optimize reading instructions and achieve good results in terms of literacy among students. The study, by a careful combination of all these factors, presents possible avenues that can be explored into nurturing a non-diehard reading habit.

## Literature Review

The research on the link between reading motivation and academic achievement has been prevalent in educational psychology whereby most research has dwelled on the effects of the motivational factors in reading. One notable theory that has informed the current research is the Self-Determination Theory (SDT) of Deci and Ryan that establishes the conduct of intrinsic motivation, as application of an activity due to its intrinsic gratification, increases the levels of practitioner participation, extension, and accomplishment (Deci & Ryan, 2000). In reading, there have been a lot of studies that have upheld the position that students who are intrinsically motivated would have greater chances to attain better scores in reading and are more inclined to show extended and greater involvement in reading activities (Guthrie et al., 2007).



There is a strong established relationship between motivation and academic achievement and it is weaker in reading among the various ages. It has been discovered by the researchers that when the students possess an inherent intent of reading, then they will perform better than their counterparts through reading attainment (Guthrie & Humenick, 2004). To illustrate, one study revealed that the higher the level of intrinsic motivation to read, the more probable students were to read the material and showed overall better results on the standardized reading test (Guthrie et al., 2007). This echoes wider findings of SDT, which postulates that intrinsic motivation is more apt at ensuring a more intense intellectual and emotional involvement, which consequently entails a more successful process of learning (Deci & Ryan, 2000).

Additionally, some of the good academic behaviors that intrinsic motivation may be linked to include self-regulation, goal setting, persistence despite challenges. These properties are especially applicable in reading as the students will have to directly work with the text, have an ability to think critically and be persistent in some challenging work. The presence of intrinsic motivation in students would also lead to their participation in reading outside school, and this would also lead to better reading skills (Guthrie & Humenick, 2004). Conversely, extrinsic motivation, which focuses on the personalities through awards like grades, commendation or even awards, has been found to possess a comparatively perfidious effect towards long term academic attainment in reading (Deci, Vallerand, Pelletier, & Ryan, 1991). Although external rewards can cause a short-term increase in the engagement, they do not encourage and foster the long-term interest in reading since they will erode prior intrinsic motivation with the passage of time (Lepper et al., 2005).

The study of the interconnection between reading motivation and attainment has been conducted in different ways, such as surveys, observational, and reading evaluation of motivation. Gambrell (1996) has developed one of the most frequently used instruments to measure the reading motivation, known as the Motivation to Read Profile (MRP). The MRP measures the motivation of students and gauges the level of intrinsic and extrinsic motivation of the students, their perceived competence as well as their enjoyment of reading, using a set of items. The application of structured instruments such as the MRP has allowed the researchers to provide quantification of the motivations aware of the students and correlate the same to their reading achievement.

Most of the research in this area has concentrated on self-reported motivation of which Likert-scale questionnaires are commonly used to collect data about the motivation. Such instruments are useful to measure reading attitudes towards the student but also have limitations because of the possibility of bias by the student, e.g., social desire bias (damage), or response bias. Consequently, other researchers have employed the use of observation to supplement self-reports and bring about a more comprehensive picture on how students behave and participate in their activities (Schiefele et al., 2002). There are also numerous studies, which have used standardized reading tests to determine the reading achievement of the students in a quantitative basis to determine the relations between motivation and academic performance.

Our research is based on these existing methodologies that self-report data on motivation are used together with objective academic performance data. Triangulation of both objective and subjective measures attempts to give a more rounded overview of the influence that various forms of motivation have on reading achievement in elementary school's students. By conducting this, one will be able to study the motivational aspects and the real academic results, which fill in the gap between theory and practice.

Although much has been learned about intrinsic and extrinsic motivation, there exist multiple research gaps with regard to how the two motivations interplay with the reading performance in elementary schools.



Although a lot of the already available literature dealt with the motivation, particularly intrinsic motivation as a major determinant of academic success, there has been limited research that touches upon the combination of intrinsic and extrinsic motivation to determine the effect on reading outcomes. Students might be motivated by the external things at first but by scaffolding and fairly interesting reading presents, the extrinsic rewards might become intrinsic motivation in the long run. Appreciation of this dynamic is essential in proper instructional design that could enhance immediate interest in reading and long-term attraction.

The other major gap is the little information regarding the importance of classroom reading activities in determining the motivational levels of students. The studies that have been conducted have focused more on the personal characteristics of students including their intrinsic and extrinsic motivation without focusing on classroom practices or teaching strategies and their effect on the said motivational factors. Independent reading, group discussion as well as interactive reading, when conducted in classroom can be decisive towards motivating the students (Guthrie & Humenick, 2004). As an example, the intrinsic motivation of students may be improved by allowing them to pick reading materials, and the engagement may be boosted by involving students into interactive activities, making reading fun. These are key categories of the classroom instruction that influence the motivational profile of the students, but were under-researched in the past.

Past studies on reading motivation have traditionally dwelt on small specific age groups like those in middle or high school and not in the younger age groups in elementary schools. The laws of motivation are the same; however, there may be differences at various stages of development in how motivation takes place and its effects on achievement. It is a critical phase in students literacy development since they are at elementary school and therefore an insight into how motivation can influence reading achievement at this stage is perhaps informative with respect to making an instructional practice. Most research also fails to distinguish between intrinsic and extrinsic motivation putting both of the motivation elements in one package and giving no consideration to the different impacts they have on achievement of reading. Previous studies have perhaps oversimplified the reading motivation issue by not taking into consideration the various roles played by intrinsic and extrinsic motivation.

It is also known that earlier research was frequently based on narrow, homogenous sample and was entangled in particular populations, what restricts the universality of the results. In one extreme, studies have been done on gifted students or those in one particular socio-economic background only and this may have biased results and that there exists no possible form of generalization since the sample are not representative of an entire population. In this paper, we seek to overcome these drawbacks in that we will attempt to cope with a heterogeneous group of elementary school students with diverse motivational backgrounds and reading skills. Taking into account intrinsic and extrinsic variables, we shall be able to add nuances to the correlation between motivation and improving the reading performance in young learners.

According to the review of writings on reading motivation and academic success, the problem of motivation is the prominent feature defining the learning outcomes of students regarding reading. Nevertheless, there are some deficiencies in the knowledge of the interplay between the intrinsic and extrinsic motivation, especially in the elementary school context. The study aims at addressing these gaps by investigating how these two different forms of motivation affect the success of reading and how well classroom reading activities influence the motivational level of a student. This study will help to bring out the complete picture of how motivation in young learners is related to their performance by employing a mixed-method study



design that inculcates self-report measurements of motivation with academic scores. Finally, the results will have significant implications in the conceptualization of instruction strategies aimed to achieve intrinsic and extrinsic motivation to assist in achieving better reading among the older students in the elementary schools.

### **Problem Statement and Motivation:**

The interconnection that exists between reading motivation and academic performance is an issue of high concern in educational psychology especially in the elementary schools. Although the role of motivation in academic performance has been examined in a large number of studies, little is still known about the particular mechanisms of interaction between intrinsic and extrinsic motivation that determine the level of reading achievement. The main question that concerns this study is the direction that these two categories of motivation; intrinsic and extrinsic have when it comes to the performance of students in terms of reading, independently and in the combination of both. In spite of intrinsic motivation being well documented to positively affect the aspect of long-term engagement and academic achievement, the role of extrinsic motivation whose application has been considerable in classroom to promote reading behaviors has proven to be more complicated. Available literature viewed these motivational factors mostly as separate entities, although they are required to examine how these factors relate to one another in a classroom setup and the overall outcomes of these factors on reading performance.

Higher academic performance, perpetual engagement, and more intrinsic necessitated interest have long been connected with extensive interpersonal interest expected than intrinsic motivation or reading with the purpose of seeking the natural enjoyment and fulfillment of the action (Deci & Ryan, 2000). However, on the other hand, reading behaviors can be superficially improved through the use of extrinsic motivation stimulated by extrinsic rewards like grades, praise, tangible rewards, which before may not have initiated long-lasting interest or reading habits (Deci et al., 1991). It is however unclear how these motivational factors interrelate in the case of exposure of the two forms of motivation in classrooms. Does intrinsic motivation have a shadow on extrinsic awards or do they go together to increase interests and achievement? This question is core to addressing which approach to develop effective reading interventions that can bring both the intrinsic and the extrinsic motivational strategies in this kind of balance.

The gap in the image of interaction of intrinsic and extrinsic motivation in relation to reading is important to address in terms of education's practice. In examining how the various forms of motivation affect reading achievement, the research can offer very important information to the teachers seeking to refine their methods of teaching. By comprehending the association between motivation and achievement, teachers will be able to develop classroom activities that suit individuals with different motivational patterns that at the end result in the level of increase in student engagement and academic gains. As an example, when intrinsic motivation proves to be holding more power to influence the success of a child in reading, teachers are allowed to consider more activities that inspire, that are interesting and enjoyable to read to capture the individual interest of the students. Or, in case the extrinsic motivation has a greater influence in the short term, one can implement well-designed rewards systems that will persuade the students to read the tasks and not as their chief driving force.

In addition, the results of the current research may result in better personalized interventions. By understanding that students are not always moved in the same way with regard to motivational strategies, teachers will be able to come up with different approaches in order to cater to the special needs of a given student. This has the potential to have long lasting effects with regards to struggling students in terms of reading, and even students who become easily distracted or disengaged. The researchers conclude that the



balance between the intrinsic and extrinsic motivation will be understood and this will enable educators to develop more effective and evidence-based intervention to transform reading achievement in diverse classrooms.

The motivation models currently utilized in the education sector tend to be rather simplistic in the descriptions of motivation development in the context of a real classroom setting. Conventional theories prefer to privatize intrinsic and extrinsic motivation and set them in opposition to each other. Nevertheless, motivation is dynamic in nature and context related depending on many individual and environmental determinants. An example can be given when intrinsic motivation may be best nurtured under situations that promote returning to choice, and autonomy, but extrinsic motivation could be better achieved under high structure kinds of situations that will use goals and external rewards. The nature of interaction between the two types of motivation is not taken into consideration in the majority of existing models and the way, the reading activities in the classroom contribute to stimulating these motivational factors remains unclear. In addition, there are numerous researches on motivation which are based on individual attributes of the students like their personalities, their past academic records or their reading habits without considering the situation interaction with the environment like the teacher behavior, classroom tasks or the level of reading materials that can be obtained in the reading world. It is to overcome this knowledge gap that our study has taken a more comprehensive way of comprehending motivation. To be more precise, we will address the factors of both intrapersonal (e.g., intrinsic and extrinsic motivation) and environmental (e.g., classroom activities and teacher involvement) influence that impact the reading engagement and performance of the students. With the interaction of these factors in mind, this research paper seeks to add weight to this topic by giving a more refined idea of how to develop the best reading ecology that balances intrinsic and extrinsic motivational factors.

The inability to consider the development of motivation especially among the students of elementary schools has been one of the primary issues of the research that preceded the current one. Motivation changes with the age of the students and motivation programs that affect some students are not necessarily important to other students of different ages. A case in point is that younger students tend to react more to external rewards, i.e., with stickers or praise, whereas older students will be more interested in intrinsic rewards, i.e., allowing the student to choose which reading materials to read. Also, the research methodologies that have been taken in previous studies, which are highly based on self-reporting or short-term interventions, do not give a complete view of the way motivation grows over periods, and how students react towards various forms of motivating prompts in their day-to-day activities within the classrooms.

### **Motivating Factors**

Enhancement of reading achievement is at the heart of education and it is not a secret that motivation is extremely instrumental in this achievement. It has been noticed that students who are motivated tend to stick to it in case of difficulties, do something on reading activities, and eventually do well at the academic level (Guthrie & Humenick, 2004). Taking into consideration that reading skills form the basis of success in any sphere of academic life, the discussion of the role of motivation in the achievement of reading success is crucial to developing the effective design of educational process.

Motivation of reading has a lot of implications to long term growth in education of a student. A major factor that determines future achievement in school is the early progress in literacy and children who fail to read well at the lower classes are likely to lag behind in other areas too. Where it is possible to identify the motivational factors and provide their intervention at an early stage, it will be possible to deal with the motivational issue before the student experiences arduousness in reading. An example here is a student with



no intrinsic motivation to read and existing reading intervention that focuses on the fun and personal relevance of reading as opposed to only rewards and/or punishments. Learning how various types of motivation affect student effort when it comes to reading, educators can develop more precise interventions with the aim to not only prompt a positive reading achievement but also help students develop a sense of life-long reading.

The study is opportune and essential in the background of such encouraging influences. This research will add to the domain of educational psychology in informing the interconnection between motivation and achievement and proffering action-based strategies that can be executed by teachers. Inspired students will have a better chance to emerge with critical thought, enhance their problem-solving capability, and become confident in their academic capability, which is crucial towards academic prosperity in the future. The results of the current study may thereby contribute to initiating better literacy programs in which every student has the chance to excel.

The question of which kind of motivation can contribute to the reading achievement more is not only the phenomenon that can be the subject of certain research but also the one that can be of great interest to the educational practice. This study focuses on investigating how intrinsic and extrinsic motivation interacts to help educators understand how to increase the level of motivation and performance, thus raising their interest in the topic. The knowledge obtained within the framework of the given research will contribute to the development of more effective reading interventions and teaching methods that will ultimately lead to the enhancement of an early literacy performance in various classroom environments. Since reading achievement is among the most significant variables in terms of achieving general academic success, the resolution of this issue is the key to the further progress of the educational aim and the success of students in the long-term perspective.

### **Methodology:**

The correlational research design is applied in this study as there is an aim to determine the relationship between the reading motivation and reading achievement among elementary school students. The participatory nature of the correlational design makes it the most appropriate method to use in this study because it allows to investigate the existing association between variables, namely, the manner in which various forms of motivation (intrinsic motivation and extrinsic motivation) relate to reading outcomes under investigation without having to manipulate the variable. Through this research design, the researcher will attempt to observe how different levels of motivation could impact on level of reading achievement even without altering the real-life situation of the students. Correlation method also makes it possible to reveal trends and digital patterns in the data that can be used in planning subsequent strategies and interventions in education.

It consisted of 200 students in elementary schools of three schools with diverse samples of students. The sample consisted of students belonging to the different grades, but their number covered the first to the fifth years of schooling, thereby a wide variety of developmental stages was covered. In order to determine motivation among the students, the participants were made to take part in Motivation to Read Profile (MRP), which is a proven to be an excellent assessment of intrinsic and extrinsic motivation to read (Gambrell, 1996). Some of the factors evaluated by the MRP include the enjoyment of reading, perceived importance of reading and interest in reading materials by students. This self-report instrument gives great information on the level of motivated students to read and the motivation behind the reading habit.

Besides the MRP, academic achievement measurements were collected by teacher reports of measurement



of standardized reading tests, and teacher reports of measures of classroom performance. These reports consisted of school-wide test scores in reading proficiency, findings and notes of teachers on the reading comprehension, fluency and taking part in classroom reading activities of students. The combination of self-reported strength of motivation and objective data on achievement gives a complete picture of the relationship between motivation and achievement in the context of elementary school reading.

The Motivation to Read Profile (MRP) was the main instrument to be used to incorporate the reading motivation, which measures both intrinsic and extrinsic motivation. The MRP is a set of questions addressing the need to determine the interest of the student in the reading process, whether he/she takes pleasure in reading or not, the perception of his/her competence in the reading process, and his/her self-efficacy related to the ability to read. The MRP is intended to take an account of both the internal motivation to read (I may call it an intrinsic motivation) and the external influences on the reading habits like rewards or congratulations (an extrinsic motivation). This will make a clear differentiation between the two types of motivation and the study will be able to take an individual as well as combined impact on the reading achievement.

This was in addition to the MRP analysis, to come up with regression analysis of the level of motivation in students and their performance as measured by their reading success. In particular, the multiple regression analysis was conducted to determine the extent to which intrinsic and extrinsic motivation pre-determines performance in reading, with such factors as grade level and previous academic results being used as controlling variables. It is a statistical method that enables a more nuanced analysis of the data, and thus it can help to decide whether the intrinsic or extrinsic motivation influences the reading achievement better, and how the several factors interact to cause any influence on the reading outcomes.

The standardized test scores of various reading achievement were used as the measure of reading achievement of students which allowed to obtain an objective measure of the reading proficiency of students. These were the scores achieved in district-wide reading assessments, which measured the understanding and fluency of students as well as other abilities in reading. The teachers also rated students based on their performance in reading in the classroom which was reflective of the performance of the students more closely in a naturalistic classroom set up.

A five-point Likert instrument was employed to assess motivation levels and this also measured three dimensions of reading motivation namely, interest, enjoyment, and perceived competence. The likert scale involved the students ranking their rating on the statements like I like reading, I feel good when i am reading and I like to select my own books to read. This scale enabled intricate knowing of the motivational profiles of students whereby there was a clear display of how students felt about reading, the perceived skills, and motivation towards reading activities.

When coupled with these evaluation mechanisms, such as standardized test scores, classroom assessment, and self-bespeaking inspiration information, the research offers an all-inclusive viewpoint of components with the ability to affect the accomplishment of reading. A combination of these objective and subjective measures contributes to the triangular comparison of results, which provides a more solid picture of a complicated correlation between motivation and academic performance.

The proposed methodology in the study is meant to offer a detailed and in-depth investigation of the issue of relation between reading motivation and achievement. The correlational design, the size and diversity of the sample which includes many students, the use of various tools and methods will help the study to



achieve practical results concerning the role of intrinsic and extrinsic motivation on reading performance. The results of this research can be used in educational activity, and the educators can develop the reading interventions, based on the motivation and advance the achievement of elementary school students in reading.

## Results and Evaluation

We find out that students whose intrinsic motivation is high, would perform better in their reading achievement tests when compared to those whose motivation is extrinsic. The intrinsic motivation defined as the personal interest to read that could be read with relief, interest or satisfaction constituted 40 percent of the reading achievement variance. In contrast, the extrinsic motivation, the external reinforcement effect of the grades, praises or other tangible gifts, accounted only 15 percent of the variability in the performance of the schoolchildren with reading. These findings agree with those of the earlier studies which revealed that intrinsic motivation is important in encouraging academic achievement and especially in reading (Guthrie et al., 2007).

The result that intrinsic motivation explains more variance in reading achievement is consistent with the initial ideas in the Self-Determination Theory (SDT), which claims that intrinsic motivation leads to better learning, attention and ultimately higher performance (Deci & Ryan, 2000). Students interested in reading as an end in itself, tend to become more immersed in reading related activities, will select more difficult material to read and will stick with it longer, when such material gets tough. This deeper level of engagement is likely to be reflected on their reading scores, and consequently, this would mean that they achieve higher. On the other hand, students who are extrinsically motivated, they might have high initial engagement, but they do not have any long-term interest and commitment towards excelling in any reading activities (Deci et al., 1991).

These results illuminate the necessity of developing intrinsic motivation as one of the important components of the increase of the reading success. It presents the idea that the approach to education in developing intrinsic drive-in students, including the provision of choices when it comes to reading and the emphasis on the pleasure of reading can result in more effective, in the long-run, academic performance outcomes.

To better understand the connection between intrinsic and extrinsic motivation and reading achievement by students, regression analysis was carried out. The findings of the regression analysis validate that the setting of intrinsic motivation is a much better predictor of reading acquirement than the setting of extrinsic motivation. In particular, the intrinsic motivation explained 40 percent of reading achievement variance compared to extrinsic motivation that explained 15 percent. This implies that the intrinsic motivation is more influential and more lasting on the success of the students in the area of reading, as suggested by Guthrie et al. (2007) who used intrinsic motivation as a driving force in bringing the students up in the reading comprehension scoreboard.

The regression further revealed that the extrinsic motivation though it has contributed to the short-term engagement did not take hold of the achievement in the same manner. The result affirms previous research findings (Deci et al., 1991; Lepper et al., 2005), which contended that extrinsic rewards have temporary performance enhancing effects but have been found to lack the internal, profound involvement that results in long-term academic achievement. Thus, the research provides significant support to the hypothesis that the form of motivation, which belongs to the sphere of interests of the students, the internal wish to read, is a more effective long-term tactic to improve reading achievement.



Moreover, the grade level and previous academic performance could be regarded as the variables that were controlled during our analysis. The findings indicated that these factors did not have much impact in its interaction with the role of motivation and achievement to indicate that the role of intrinsic motivation in reading achievement is not affected in its relation to the academic experiences and developmental stage of the students.

One of the trends that arose by the data is that all those students who had high extrinsic motivation also did well in reading achievement tests but the interest in reading activities appeared to wear off with time. At the beginning of this phase these students demonstrated good performance especially during well-regulated reading activities where teacher-given rewards (praise, stickers or certificates) were obvious. The implication of this is that the use of extrinsic motivation as a tool in motivating the students can be effective, particularly in the short run or in situations whereby the student is otherwise disengaged. Nonetheless, these data also indicated that such students were less likely to demonstrate a long-term interest in reading activities after external incentives (especially monetary ones) were omitted.

The present finding is in line with that of Deci and Ryan (1985) and Lepper et al. (2005) who concluded that people may comply and perform excellently under extrinsic rewarding conditions but all to no avail because it does not stick in the long run that people remain within the task. As an example, the highly rewarded students were likely to engage in reading activities whenever rewards were offered but when there was no offer of rewards their level of participation and their level of interest were very minimal. This implies that extrinsic rewards, although effective in facilitating motivation of tasks perceived as extrinsically worthwhile do not bring about the underlying interest in reading necessary to ensure long-term writing successfulness in reading.

Additionally, extrinsic motivation did not affect a turnover much over time, and there were some outliers in the data the students who regardless of low level of intrinsic motivation showed high level of reading achievement. These students performed well in the classroom reading activities that are very vigorous and competitive. An illustration of this is whereby students that engaged in group reading challenges or reading races had a higher reading score despite the fact that their level of intrinsic motivation was less. These outliers would imply that engaging, competitive, or cooperative classroom interventions (in the form of activities) can effectively be used to intervene with students who find it hard to intrinsically engage with reading. It supports conclusions made by Schunk and Zimmerman (2012) who reported that structured reading tasks have the potential in increasing the motivational level and reading activity temporarily and even in those, who are not interested in reading.

Moreover, those students that manifested too much interest and motivation in the learning process also showed a significant desire when it came to enhancing their reading skills even though they did not perform very well academically. These students despite lagging initially in their reading performance showed resilience as they took additional time in doing reading tasks and still persevere through reading difficulties. The obstacles that they had to face were a vivid sign that intrinsic motivation, at times failing to bring a direct success, was also one of the key factors in their progress. This implies that intrinsic motivation is useful in enhancing persistence and a growth mindset that could enable the students to overcome challenges and enhance their school achievements in the long term (Guthrie & Humenick, 2004).

### **Implications for Educators**

The implications of this research findings can be considerable among educators who want to improve the reading performance of elementary school children especially in elementary school. To begin with, the



findings are highly indicative that intrinsic motivation is the best predictor of long-term reading achievement. The educators are advised to emphasize on instilling in students an intrinsic motivation by offering them reading that is personally relevant, involving and is enjoyable. As an example, to encourage intrinsic motivation, one can provide the students with freedom in their choice of reading material, introduce a variety of topics which are interesting to read, and relate reading assignments to real life (Guthrie et al., 2007).

Simultaneously, the paper indicates that extrinsic motivation must not be overlooked at all. In spite of its not being so effective in a long-term capacity, the extrinsic reward may be useful after all to motivate students, especially when they begin to establish reading habits or face difficulties with the assignment of reading tasks. Extrinsic rewards tend to be used by educators strategically like praise or small rewards first to have an initial appeal to students but as time goes on give way to the more intrinsic drives by providing appealing reading experience and feedback with great value.

In addition, the results on outliers may indicate that classroom activities must be of different nature and provide possibilities to perform competitive or collaborative tasks that can interest learners who are driven by some kind of an external reward. Such a strategy has some value to the student learning to keep interest in independent reading. Plan to include group activities, peer interactions, read aloud competitions etc., which may serve as the external type of stimulations that are necessary in attracting more people to read and at the same time can contribute to form the intrinsic incentives required in the long-term academic achievement.

The findings of this research highlight the significance of intrinsic motivation to promote the reading performance, especially among school children at the elementary school level. Although extrinsic motivation may prompt short term involvement, intrinsic motivation is more permanent in influencing the success of the students in reading. Teachers are encouraged to build reading demeanors that keep a learner intrinsically motivated through provision of meaning, enjoyable, and engaging reading encounters. Also, though it seems like extrinsic rewards can be effective in encouraging the students in the beginning, it must be implemented limitedly and slowly wane out as the students come to have the motivation to read on a deeper level, intrinsically. Achieving a good balance between the two types of motivation allows an educator to establish an environment in the classroom that helps to encourage and assist students to achieve over time.

## **Discussion**

Our results confirm the other studies, especially that carried out by Guthrie et al. (2007) which established that intrinsic motivation has a stronger predictive ability on reading success than extrinsic one. Our examination supports their claim that students who read in order to find the intrinsic gratification and enjoyment in it, gain a better reading skills and a better overall performance in studies. This observation is viable with Self-Determination Theory (Deci & Ryan, 2000) according to which intrinsic motivation, which can be characterized by the personal interest and pleasure in an activity, results to deeper and lasting interest, resulting in the further enhancement of performance.

Nevertheless, this research has a merit of bringing on another shade in the literature because it examines the interaction between intrinsic and extrinsic motivation especially in the classroom setting. Although past research, such as the research by Guthrie et al. (2007), has been done on the role and influence intrinsic motivation plays with regard to academic performance, not many studies have actually compared the two motivating sources, intrinsic and extrinsic motivation, in the real classroom atmosphere. Our research



shows that although, intrinsic motivation is actually a given that is a major predictor of success in reading, extrinsic motivation can be utilized in the promotion of short-term interest of students who might not be initially interested or just cannot read especially at the beginning stages. The relationship between these two forms of motivation seems to be a lot more intricate than it was assumed so far, and it seems like extrinsic rewards can be used in a smarter way so that they add to intrinsic motivation, instead of antagonizing it. The knowledge is valuable because it sheds light on the workings of motivation in an academic context, when it is crucial to not ignore either extrinsic or intrinsic variables during the development of a reading intervention.

This research will have major implications on the educational practice. The findings indicate that the educators need to focus on that which fosters the intrinsic motivation because it has been reflected to have a greater and long-term effect on reading achievement. One of those approaches is, giving students freedom of choice in reading. Motivation of students is considered to be intrinsic where students are permitted to choose the materials they want to read based on their own interests as ultimately it will lead to the students feeling a sense of ownership of the learning activities (Guthrie & Humenick, 2004). This feeling of independence prompts them to read works which they perceive as relating to self and this can boost their motivation and understanding of the text.

Moreover, it is necessary to develop interest in reading with the help of active classroom work. Intrinsic motivation can be boosted tremendously through activities that make reading exciting and relevant including the incorporation of reading experiences into the real world, incorporation of interactive and collaborative reading activities and or presenting students with activity where they get to discuss with each other whatever they read (Guthrie et al., 2007). As an example, the teachers may include discussions, reading clubs, or project-based activities in their lessons so that the learners would have a chance to interact with the texts in a creative and animative manner. Such methods not only contribute to making students fall in love with reading but also contribute to the establishment of the skills of critical thinking that are crucial to academic success in any academic topic.

Meanwhile, although the focus of the issue should be the intrinsic motivation, our analysis also indicates that extrinsic motivation could be a helpful instrument, especially in terms of conditioning the initial engagement, or even provoking positive reading patterns. To particularly include students who may be less interested in reading, or may have issues with adopting a reading and building habit due to other factors, extrinsic rewards such as praise, certificate, or little rewards in other forms can be used as an initial improvement. Nevertheless, as the research indicates, teachers ought to be keen avoiding an overuse of extrinsic incentives as they may induce an undermining of intrinsic motivation when applied to an extent (Lepper et al., 2005). Rather, the extrinsic incentives are to be gradually eliminated along with the growing intrinsic motivation of the students whose final purpose is to foster the eventual affection towards reading.

In addition, it is critical to generate a motivation-enhancing classroom environment. Both extrinsic and intrinsic motivation can be increased substantially by a positive and supportive classroom climate, which empowers the students and makes them feel safe, appreciated, and welcome to take risks as they learn. Teachers able to give positive comments, guide the students in reading materials of different genres and establish the feeling of intellectual enquiry are likely to notice increased engagement and success in reading. This study presented meaningful answers; however, it has some limitations, which need to be considered. Among the limitations there is one that is significant and this is the fact that motivation indices used are self-reported, this can have the problem of being biased with the social desirability bias or inaccuracy of the students perception of the motivation level that they themselves have. Intrinsic motivation can be



misrepresented such that students exaggerate their motivation whereas other students may minimize their dependence on extrinsic motivation, which can distort the true findings. Despite the fact that the Motivation to Read Profile (MRP) is a well-established instrument designed to test the reading motivation, a future study may enhance the current one to better understand the reading motivation by incorporation of both the observational and self-report measures. As an illustration, the teachers may be expected to keep track of reading behaviors and classroom engagement of students, which would create a more complete representation of students' motivational profiles. Also, a longitudinal study, assuming to follow the motivation and the achievement of the students in more than one school academic year, may provide deeper insight into the formation and influence of motivation on the reading performance in the course of several academic years.

The other study limitation is that the study scrutinized a rather small sample of elementary school age students in three schools and what this means is that the study findings may not easily be generalized. In future studies they should consider the need to have a more diverse sample considering things like socio-economic background, culture, and language diversity and how such factors may interact with motivation and reading performance. Having a larger sample would assist in making sure that the results can be related to a more diverse educational environment.

In addition, this study was mainly based on motivation and reading achievement, but other aspects which may be considered as teacher support, peer influences, or instructional practices quality was not considered. Although the present study managed to shed more light on the relation between motivation and achievement, the future studies would be advantageously treated with considering a more comprehensive picture including a larger number of variables creating the success of the students in reading.

Due to the study limitation and gaps that have been revealed, there are a number of future research directions that could be taken. Checking the evolution of reading motivation in time is one of the research directions that is worth being investigated in the future. An exception to this would be longitudinal studies that have followed motivation within a student cohort since early childhood to adolescence. As such, they can offer great information on the results recorded in both intrinsic and extrinsic motivation as students grow up. According to the article, determining the long-term impacts of motivation on the reading achievement may help the educators to create plans that will make the child to develop love of reading over an extended period of his or her study life.

As well, the possibility of the interaction of various motivation strategies with other variables, including the teacher support, classroom climate, and family involvement in reading achievements (which could also be part of future studies). As an example, it could look at the supportive teacher-student relationships and how they lead to intrinsic motivation or how the parental participation on the reading habits influences student motivation towards reading. The study of these interactions would give a better idea of the processes involved and how they can lead to reading success and in what ways they can be used to better the ways of educated practices.

Moreover, it would be beneficial to explore the opportunities of digital and interactive technologies with regard to motivating students to read. Students live in a more digital society, and as a result, learners are frequently exposed to many types of media and online sites. He/she may investigate the ways of implementing the new technologies (e.g., e-books, education applications or gamified reading intervention) to support both intrinsic and extrinsic reading motivation. Digital literacy may be the topic of future studies as a means of encouraging students to read, including those who are diverse learners.



Last, since this study implies that there is a close role of intrinsic motivation in regards to reading achievement, a subsequent study may further explore the psychological and cognitive process involved in this association. Research that examines the antecedents, causative factors and results of intrinsic motivation mentally, emotionally and socially might be of considerable use in informing how best to encourage students to develop a life-long interest in reading.

## Conclusion

In this research study, it was observed that the reading achievement of the elementary students is better predicted by the intrinsic motivation rather than by extrinsic motivation. The intrinsic motivation explained where the variance was linked to 40 percent reading achievement whereas extrinsic motivation only contributed to 15 percent of it. That is why it is crucial to make a person be genuinely interested by reading and to consequently show his/her long-term academic prosperity and much more involvement into studying. The focus of educators must be on those methods that would increase intrinsic motivation through making reading an engaging and meaningful experience. Students should be given freedom with regards to selection of the reading materials and incorporating reading into the real life, as well as interactive tasks may assist in developing a love of reading. Although it is possible to make use of extrinsic motivation to foster short-term interest, one should use it moderately as it may hamper long-term intrinsic interest. Both types of motivation are important, and a positive and supportive classroom environment will be needed in order to maintain it. Future directions Future studies would benefit by investigating the evolution of intrinsic and extrinsic motivation and how they interact as time progresses and the effect of the various approaches to motivation on reading achievement in the long-term. Investigating the case of teacher support, classroom climate, and family involvement will give some significant results on motivation. Furthermore, it is also possible to discuss the role of digital tools in the development of reading motivation.

## Directions for Future Research

This paper highlights the need for further exploration into the long-term trajectories of informal political agency. Do these forms lead to systemic change, or do they reinforce patriarchal bargains? Comparative studies across regions and religious contexts would enrich understanding. Moreover, longitudinal ethnographies could trace whether informal agency can evolve into enduring leadership.

In conclusion, while conservative societies often silence women in formal political spaces, they do not render them powerless. Women's political lives are embedded in complex webs of influence, negotiation, and resistance. Recognizing, legitimizing, and amplifying these voices requires rethinking both theory and policy toward a more inclusive and context-sensitive politics of empowerment.

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