

# Reading Motivation of Adult Literacy Students and College Students

## What was the goal of the study?

The researchers wanted to compare different aspects of reading motivation across two groups, adult learners and college students. The researchers also wanted to explore the relationship between reading motivation and reading fluency skills.

## Why was the study conducted?

Reading motivation may be uniquely important for reading performance in adult literacy classrooms.

## What did the study find?

Compared to college students, adult learners had higher scores on reading value, effort/importance, interest/enjoyment, and pressure/tension (i.e., the pressure one feels to be successful at reading). This suggests that adult learners are more likely to find value in reading, put in more effort into reading, enjoy reading as an activity, and feel more pressure to succeed in reading. Conversely, adult learners had lower scores than college students on perceived competence, which suggests that adult learners are less confident in their reading abilities. The two groups had similar scores on self-concept, which suggests they have similar expectations for improving their reading skills. The researchers also found that adult learners had lower fluency skills than college students. However, the relationships between fluency skills and aspects of reading motivation were similar for both groups.

## Who participated in the study?

The participants in this study were 501 adult learners and 347 college students.

## How was the study conducted?

Both adult learners and college students completed three reading motivation measures: 1) the Expectancy Values Questionnaire, which assessed self-concept and reading value; 2) the Reading Motivation Scale, which assessed intrinsic motivation (i.e., an individual's drive to read), avoidance, self-efficacy, and perceived difficulty; and 3) the Intrinsic Motivation Inventory, which assessed interest/enjoyment, perceived competence, effort/importance, and pressure/tension. Both groups also completed tests of reading fluency. The data was then analyzed using a confirmatory factor analysis, which is a statistical technique that examines the relationship between a set of variables and their underlying construct.

## How can people use the results?

The results of this study demonstrate a need for practitioners to support ways to increase perceived competence for adult learners.

## **Reference**

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Frijters, J. C., Lakman, Y., Franklin, P., Spadafora, N., CSAL Consortium, Greenberg, D. (July, 2017). Which Motivation Constructs Matter for Adults with Low Literacy Skills? Paper presented at the Annual Meeting for the Scientific Study of Reading, Halifax, Nova Scotia. July 12-15, 2017.