

Motivations for Reading Information Books School Questionnaire (MRIB-S)  
and  
Motivations for Reading Information Books Nonschool Questionnaire (MRIB-N)

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The Motivations for Reading Information Books School questionnaire (MRIB-S) and the Motivations for Reading Information Books Nonschool questionnaire (MRIB-N) were developed in order to learn about middle school students' motivations for reading nonfiction books. These surveys were given as part of a large, longitudinal study of adolescent reading that examined the development of seventh graders' reading motivation and comprehension. Data was collected in September 2008 in a rural area of a mid-Atlantic state. The MRIB-S was completed by 1085 students; 1124 students completed the MRIB-N. The sample, which was comprised equally of males and females, was 72.6% European American, 20.8% African American, and 6.6% other ethnicities; 22.0% of the sample was eligible for free or reduced-priced lunch. Each survey measured eight aspects, or constructs, of motivation. Four of the motivation constructs represented *affirming* motivations for reading because they are associated with relatively frequent reading and high achievement, and the other four represented *undermining* motivations because they are associated with less reading and lower reading achievement (Guthrie & Coddington, 2009). The affirming reading motivations included *intrinsic motivation for reading*, *valuing of reading*, *reading efficacy*, and *peer acceptance of reading*. In accord with general theories of achievement motivation and motivation research in other domains, *intrinsic motivation* for reading was conceptualized as the enjoyment of reading and having a desire to read often (Gottfried, Fleming, & Gottfried, 2001; Ryan & Connell, 1989; Unrau & Schlackman, 2006). *Valuing reading* was defined as belief in the importance and usefulness of reading (Trautwein, Lüdtke, Schnyder, & Niggli, 2006; Wigfield & Eccles, 2000). *Reading efficacy* was defined as an individual's beliefs about his or her capacity to complete reading tasks (Schunk, 2003; Usher & Pajares, 2006). Lastly, *peer acceptance of reading* was defined as feeling that one's reading habits and point of view about reading are valued by peers (Furrer & Skinner, 2003).

The undermining reading motivations included *reading avoidance*, *devaluing of reading*,

*perceived difficulty in reading*, and *peer rejection of reading*. These constructs were also conceptualized on the basis of broader motivation theory and research. *Reading avoidance* was defined as having an aversion toward reading information text for school, therefore minimizing time and effort spent on these tasks (Dowson & McInerney, 2001; Meece & Miller, 2001; Nicholls, 1990). *Devaluing reading* was conceptualized as the belief that reading information books for school is not important or useful for one's success or future (Legault, Pelletier, Green-Demers, 2006). *Perceived difficulty* in reading was defined as the perception that reading information books in school is hard (Chapman & Tunmer, 1995; see egocentric difficulty in Nicholls & Miller, 1983). *Peer rejection of reading* was conceptualized as the belief that peers do not respect one's reading habits or agree with one's point of view about reading (Furrer & Skinner, 2003). It is important to recognize that we do not view the affirming and undermining constructs as direct opposites of each other. Therefore, the items representing undermining constructs are not simply negatively or oppositely worded versions of the affirming items (e.g., One intrinsic motivation item is "I enjoy reading books for school"; however, "I do NOT enjoy reading information books for school" does not appear on the avoidance scale.) Similarly, the wording of items on the MRIB-S and MRIB-N representing the same construct are not identical in wording, because we believe each construct may have a somewhat different meaning in the school and nonschool contexts.

Each survey contained a total of 56 items, or seven items representing each of the eight motivation constructs. The items on each survey were first ordered by using a random number table. Then, the order of the items on each was adjusted so that the first and last two items of each scale were positively worded items. Next, all items were reviewed so that there were never three or more consecutive items measuring the same construct. On the basis of a pilot study with a small group of seventh grade students, item revisions were made. Teachers, with the assistance of project staff, administered the surveys as separate assessments on consecutive days. Total administration time, including directions, was 18-25 minutes. The teachers read aloud directions and sample questions, but students read the remainder of the items themselves. Students rated their agreement with each survey item. The response choices included: *Not at all true of me*, *Not very true of me*, *Somewhat true of me*, and *Very true of me*. University of Maryland students entered the survey data, coding responses on a 1-4 scale.

Guthrie, J. T., & Coddington, C. S. (2009). Reading motivation. In K. Wentzel & A. Wigfield, (Ed.), *Handbook of motivation at school* (pp. 503-525). New York: Routledge.

Guthrie, J. T., Wigfield, A., Cambria, J., Coddington, C. S., Klauda, S. L., Morrison, D. A. (2009). Motivations for Reading Information Books Among Adolescent Students. Retrieved April 28, 2009, from University of Maryland, Maryland Literacy Research Center Web site: [http://cori.umd.edu/real/Motivation\\_Report4.27.09.pdf](http://cori.umd.edu/real/Motivation_Report4.27.09.pdf).

## Motivations for Reading Information Books School Questionnaire (Items by Construct)

***Intrinsic Motivation*** for reading was conceptualized as the enjoyment of reading for school and having a desire to read often.

- 1) I enjoy reading information books for school.
- 2) I read information books for school as much as I can.
- 3) I read information books for school because it's fun.
- 4) The information books I read for school are interesting.
- 5) I read information books for school during my free time.
- 6) I read information books for school for long periods of time.
- 7) If the teacher discusses something interesting, I might read information books about it.

***Avoidance*** was defined as having an aversion toward reading information text for school, therefore minimizing time and effort spent on these tasks.

- 1) I read information books for school as little as possible.
- 2) Information books for school are boring.
- 3) I try to get out of reading information books for school.
- 4) I often think, "I don't want to read this," when reading information books for school.
- 5) I wish I didn't have to read information books for school.
- 6) I read easier information books in school so I won't have to work as hard.
- 7) I put in as little effort as possible reading information books for school.

***Value*** was defined as belief in the importance and usefulness of school reading.

- 1) I usually learn something from the information books that I read for school.
- 2) Understanding information books for school is very important to me.
- 3) Reading information books is more useful than most of my other activities for school.
- 4) Reading information books for school is very important to me.
- 5) Studying information books for school is important to me.
- 6) I can use the knowledge that I learn from information books for school.
- 7) It is very important to me to be successful in reading information books for school.

***Devalue*** was conceptualized as the belief that reading information books for school is not important or useful for one's success or future.

- 1) It doesn't make a difference to me whether I read information books for school.
- 2) Reading information books for school takes too much time.
- 3) I don't want to read information books in school.
- 4) Reading information books for school is not useful for me.

- 5) Reading information books for school is not important to me.
- 6) I have more important things to do than to read information books for school.
- 7) Reading information books for school is a waste of time.

**Peer Acceptance** was defined as feeling that one's school reading habits and point of view about reading are valued by peers.

- 1) My classmates and I agree about the meanings in information books we read in school.
- 2) My classmates want me to do well in reading information books for school.
- 3) Other students respect my reading of information books for school.
- 4) My classmates ask my opinion about the information books I read for school.
- 5) Other students value my ideas about the information books I read for school.
- 6) My classmates believe my ideas about information books for school.
- 7) My classmates trust my opinions about the information books that I read for school.

**Peer Rejection** was conceptualized as the notion that one's school reading habits and point of view about reading are not respected, cared about, or agreed with by peers.

- 1) My classmates and I do not agree about the meanings of information books we read for school.
- 2) My classmates do not care whether I do well in reading information books for school.
- 3) Other students do not respect my reading of information books for school.
- 4) My classmates do not care about my opinion about the information books I read for school.
- 5) Other students do not value my ideas about the information books I read for school.
- 6) My classmates have doubts about the information books that I read for school.
- 7) My classmates do not trust my evaluations about the information books that I read for school.

**Reading Efficacy** was defined as one's beliefs about his or her capacity to complete school reading tasks.

- 1) I can figure out how different chapters fit together when I read an information book for school.
- 2) I can explain what I have read in information books to my classmates or friends from school.
- 3) I can find the main idea of a section in an information book for school.
- 4) I can figure out what unfamiliar words mean in information books for school.
- 5) I understand all the information books that I read in school.
- 6) I understand what the author is trying to tell me when I read information books for school.

- 7) I can correctly answer questions based on an information book that I have read for school.

***Perceived Difficulty*** in reading was defined as holding the perception that reading information books in school is hard.

- 1) The information books I read for school are way too hard.
- 2) I need help understanding the main ideas of some information books for school.
- 3) It is hard for me to discuss the information books that I read for school.
- 4) I have a hard time explaining to another person what the information book for school was about.
- 5) I think the information books that I read for school are really confusing.
- 6) It is hard for me to answer the teacher's questions about the information book that I read in school.
- 7) I just don't understand some topics in the information books that I read for school.

## Motivations for Reading Information Books Nonschool Questionnaire (Items by Construct)

***Intrinsic Motivation*** for reading was conceptualized as the enjoyment of nonschool reading and having a desire to read often.

- 1) I enjoy reading information books outside of school.
- 2) I read information books outside of school as much as I can.
- 3) I read information books outside of school because it's fun.
- 4) I read interesting information books outside of school.
- 5) I read information books outside of school during my free time.
- 6) I read information books outside of school for long periods of time.
- 7) If I hear about something interesting, I might read information books about it outside of school.

***Avoidance*** was defined as having an aversion toward reading nonschool information text, therefore minimizing time and effort spent reading it.

- 1) I read information books outside of school as little as possible.
- 2) I don't usually read information books for fun.
- 3) Reading information books is not one of my favorite activities outside of school.
- 4) For me, reading information books outside of school is not enjoyable.
- 5) Reading information books outside of school is boring.
- 6) I put in as little effort as possible reading information books outside of school.
- 7) I read easier information books when I'm not in school so I won't have to work as hard.

***Value*** was defined as belief in the importance and usefulness of reading outside of school.

- 1) I usually learn something from the information books that I read outside of school.
- 2) It's important to me to understand information books outside of school.
- 3) Reading information books is more useful than most of my other activities that I do outside of school.
- 4) Reading information books in my spare time is very important to me.
- 5) Reading information books outside of school is important to me.
- 6) I can use the knowledge that I learn from information books that I read outside of school.
- 7) It is very important to me to be successful in reading information books when I'm not in school.

**Devalue** was conceptualized as the belief that reading information books outside of school is not important or useful for one's success or future.

- 1) It doesn't make a difference to me whether I read information books out of school
- 2) Reading information books outside of school takes too much time.
- 3) I don't want to read information books when I'm outside of school.
- 4) Reading information books outside of school is a not good way to spend time.
- 5) Reading information books outside of school is not important to me.
- 6) I have more important things to do than to read information books in my spare time.
- 7) Reading information books outside of school is a waste of time.

**Peer Acceptance** was defined as feeling that one's reading habits and point of view about reading outside of school are valued by peers.

- 1) My peers and I have the same opinion about reading information books out of school.
- 2) My peers listen to my point of view about information books that I read out of school.
- 3) Other kids respect my reading of information books outside of school.
- 4) My peers ask my opinion about the information books I read out of school.
- 5) Other kids value my ideas about the information books I read outside of school.
- 6) My peers think what I read in information books outside of school is interesting.
- 7) My peers trust my opinion about the information books that I read out of school.

**Peer Rejection** was conceptualized as the notion that one's nonschool reading habits and point of view about reading are not respected, cared about, or agreed with by peers.

- 1) My peers and I do not have the same opinion about reading information books outside of school.
- 2) My peers do not listen to my ideas about information books out of school.
- 3) Other kids do not respect me because I often read information books outside of school.
- 4) My peers do not care about my opinion of the information books I read out of school.
- 5) Other kids do not value my ideas about the information books I read outside of school.
- 6) My peers do not trust my evaluations about the information books that I read out of school.
- 7) My peers think it's strange that I read information books outside of school.

**Efficacy** was defined as one's beliefs about his or her capacity to complete nonschool reading tasks.

- 1) I can figure out how different chapters fit together when I read an information book outside of school.
- 2) I am good at explaining information books outside of school.
- 3) I can find the main idea of a section in an information book outside of school.



- 4) I can figure out what unfamiliar words mean in information books outside of school.
- 5) I understand all the information books that I read outside of school.
- 6) I understand what the author is trying to tell me when I read information books in my spare time.
- 7) I can correctly answer questions based on an information book that I have read outside of school.

***Perceived Difficulty*** in reading was defined as holding the perception that reading information books outside of school is hard.

- 1) Information books are too hard to read in my spare time.
- 2) I need help more help than most kids to understand the main ideas of some information books outside of school.
- 3) It is hard for me to discuss the information books that I read outside of school.
- 4) It is hard to explain an information book that I read outside of school.
- 5) I think the information books that I read outside of school are really confusing.
- 6) It is hard for me to answer people's questions about the information books that I read outside of school.
- 7) I have a harder time than my peers reading information books outside of school.