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Reading motivation of sixth graders in China

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This study investigated whether motivation to read differs among three reading achievement groups (high, medium, and low) and the impact of gender on reading motivation among Chinese sixth graders. The researchers employed survey methodology and 234 sixth graders in China participated in the study by answering the *Motivations for Reading Questionnaire* (MRQ, Wigfield and Guthrie, 1997). The MRQ measures three broader aspects and 11 individual constructs of reading motivation. Each student was given an achievement level by his/her reading teacher. We performed a series of statistical analyses including simple regression, MANOVA, and follow-up post-hoc analysis to analyse data. The results suggest there is a statistically significant difference between high-achieving and low-achieving readers in their motivation to read. We also found that competence and efficacy beliefs predict reading achievement. Challenge is positively correlated while social is negatively correlated with reading achievement. Furthermore, gender difference has a statistically significant effect on goals and on social purposes for reading as well as on curiosity, social, and compliance.