Reading Motivation in Rural Areas Based on School Type and Gender

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Abstract

Recently, no research was found to differentiate reading motivation, but focused on reading interest so the aim of this research was to look at differences in students' reading motivation based on school type and gender, because these two things are issues that are rarely analyzed. There are two hypotheses proposed, namely (H_1) There are differences in reading motivation based on gender (H_2) There are differences in reading motivation based on school type. Samples were taken by strata and data using a reading motivation scale, which will then be analyzed using a t-test. The results of this study explain that there are no differences in rural students' reading motivation based on their gender, meaning that this study rejects the first alternative hypothesis. However, we accept the second alternative hypothesis because it proves that there are differences in reading motivation based on school type. The impacts and recommendations are explained later in this research.

Keywords: gender, private schools, public schools, reading motivation, rural

Research for reading in Indonesia has focused on analyzing reading interest or reading ability, and ignores reading motivation which is the cause of this. Motivation is referred to as an internal state that generates, has direction, and behavior is persistent or sustainable (Woolfolk, 2016, p. 470). Motivation makes people move, directs someone in a certain direction, and keeps someone going. Having a direction to increase effort and energy in pursuit of a specific goal increases initiation and persistence in certain activities, even in the face of occasional obstacles and interruptions. This also influences cognitive processes, such as attention and thinking about content in academics (APA, 2015, p. 670; Ormrod et al., 2020, p. 405). Motivation is a psychological construct that refers to the disposition to act and direct behavior in accordance with goals. Like most psychological processes, motivation develops across the life span and is

influenced by biological and environmental factors (Arango, 2018, p. 1; Dörnyei & Ushioda, 2011, p. 3).

Although we all have a general idea of what the term motivation means, there is no standardized and uniquely accepted definition or theory of motivation in psychological science. All definitions and theories about the concept refer to what influences human behavior, but each theory emphasizes some aspects, and none manages to cover all possible influences. Some authors pay more attention to internal aspects such as cognition, emotions, or needs, while others focus on external influences such as reinforcement or the environment. In recent years, with advances in neuroscience methods, research has focused on brain processes and areas involved in motivated behavior (Arango, 2018, p. 2).

Based on this explanation, motivation is different from reason or it could also be called motive, which is different from reason. The difference lies in the epistemology and use of the concept of the word. In simple terms, motive is an explanation of why humans do something consciously or unconsciously, forced or voluntarily, repeatedly or only once, with a purpose or not, done together or alone, large or small amount of energy expended, minimum or maximum risk that will occur and motive is more leaning towards psychological conditions. Meanwhile, reason is only to explain a behavior that has occurred rationally and with common sense (DiffSense, 2023). Furthermore, motive will also have a clear difference with interest, because research in Indonesia related to reading often appears the word "interest" and not reading motivation, and of course reading interest and reading motivation have different goals. An easy parable is something like "Are you interested in eating fried rice?" with "Are you motivated to eat fried rice?".

Basically, motivation is not a unidimensional construct, Self-Determination Theory explains that there is internal and external motivation, so that humans can be motivated from outside themselves or from within themselves (Ryan & Deci, 2000a, 2000b). Therefore, reading motivation is also divided into multidimensional, such as Efficacy, Challenge, Curiosity, Involvement, Importance, Recognition, Grades, Social, Competition, Compliance, Work Avoidance, emotional regulation, and relief from boredom (Wigfield, 1997; Wigfield & Guthrie, 1997).

Reading motivation can differ based on demographics (Castillo, 2023) such as type of reading (Liman Kaban & Karadeniz, 2021), race, country differences (Kambara & Lin, 2021), gender (Van Der Bolt & Tellegen, 1996) and overall women are considered more motivated to read than men (Quirk et al., 2020) and teachers also have the perception that male and female students have different motivation (Boerma et al., 2016) but other research explains the opposite result that there is no difference in reading motivation between men and women (Son et al., 2023). On the other hand, it is not only demographics that can differentiate students' reading motivation, place, location or environment can also differentiate students' reading motivation (Tampubolon &

Kusuma, 2017). Creating a policy in the form of regulations can also support reading behavior which ultimately forms reading motivation (Barber & Klauda, 2020) by making arrangements in the education system that supports reading behavior, it can create students' reading motivation (Gilson et al., 2018).

Looking at education regulations in Indonesia, schools are divided into two in terms of management; schools managed by the government and private ones. Public schools are quite popular in society because the tuition fees are cheap and sometimes some state school policies may be detrimental to private schools (Lubis et al., 2022). Until now, discussions regarding differences in regulations still have a distance separating the two types of schools, so that some aspects are not mutually beneficial. Based on observations of elementary schools in rural areas of the city of Medan, it also proves that reading programs are not effective in public schools compared to private schools. And also, male students seem to prefer to play outside the classroom when the reading program is implemented at school. So are there differences in reading motivation based on gender and school? Therefore, based on several pieces of literature, this research proposes the following nondirectional hypotheses: (H_1) there are differences in reading motivation based on gender (H_2) there are differences in reading motivation based on school type.

Method

Procedure

Before collecting data, this project obtained permission from the school and acceptance of ethical standards from the Faculty of Psychology, Medan Area University. The measuring instrument used also received permission from Schiefele and Schaffner (2016). Data collection used a scale that was printed and given to students. The scale was filled in class in the mornings and took about 30 minutes, therefore students did not attend one subject at those times. Each student acted as a volunteer in this research but food and drinks were provided for those who completed the scale. Reading motivation data was validated on the content of the sworn translation and internal consistency reported. The collected data was then analyzed using a t-test assisted by Jeffrey's amazing statistics program.

Participants

The research sample was taken by strata among elementary school students in the Galang sub-district area consisting of state schools (n=150) and private schools (n=150), while for gender there were more women (n=151) than men (n =149). They all consisted of class 4 (n=61), class 5 (n=139) and class 6 (n=100).

Instrument

The reading motivation measuring tool used is based on Schiefele and Schaffner (2016) which consists of seven dimensions which are derivatives of intrinsic (curiosity, involvement), extrinsic (grades, competition, social recognition) and regulatory motivation (emotional regulation, and relief from

boredom). The scale statement consists of 34 items with four response responses from 1 (not at all true) to 4 (very true). On each dimension, a higher score indicates a higher level of motivation. Before the sample filled in the scale, there was a guide on how to complete the scale, such as participants being asked to assess possible reasons for reading in their spare time. Then the reading motivation scale was accompanied by demographic data that had to be filled in by the sample, such as gender, type of school and student class. This research also collected data related to students' parents, whether the parents' circumstances or their reading activities could explain their children's motivation, with questions such as "I saw my father reading" with four responses from 1 (never) to 4 (often). The overall reliability of reading motivation was computed and the value was found to be acceptable as seen from intrinsic motivation (α=.620) and extrinsic motivation (α=.846) as well as regulatory motivation (α=.779).

Results

The results of this research generally explain that the sample reported that there were differences in the frequency of reading between fathers and mothers, such as mothers who rarely read (31.66%) rather than reading often (17.33%) and likewise with fathers who rarely read (25.33%) rather than reading often (22.66%), see Table 1.

Table 1
Frequency of Reading of Students' Parents

	Frequency	Percent	Valid Percent
I saw mother reading			
Never	38	12.66	12.66
Seldom	95	31.66	31.66
Sometime	115	38.33	38.33
Often	52	17.33	17.33
Missing	0	0.00	
Total	300	100.00	
I saw father reading			
Never	43	14.33	14.33
Seldom	76	25.33	25.33
Sometime	113	37.67	37.67
Often	68	22.67	22.67
Missing	0	0.00	
Total	300	100.00	

Source: Field data (2023)

Results in Table 2 show that data description of extrinsic motivation is greater (M=42.40 SD=7.49) than intrinsic motivation (M=29.64 SD=4.16) and regulatory motivation (M =26.34 SD=5.22). The intrinsic motivation at level 5 elementary school is greater (M=30.51 SD=4.34) than at level 4 (M=29.19 SD=4.39) and level 6 (M=28.69 SD=3, 50) and this also occurs in extrinsic motivation, but it is different from regulatory motivation which is reported at level 4 (M=27.77 SD=6.00) greater than at level 5 (M=26.47 SD=5.76) and level 6 (M=25.30 SD=4.43).

Table 2
Descriptive Results of Intrinsic and Extrinsic Motivation

	Mean	Std. Deviation	Minimum	Maximum
Intrinsic	29.64	4.164	16.00	37.00
Intrinsic 4th grade	29.20	4.40	19.00	37.00
Intrinsic 5th grade	30.52	4.34	16.00	37.00
Intrinsic 6th grade	28.69	3.50	21.00	37.00
Extrinsic	42.40	7.46	20.00	56.00
Extrinsic 4th grade	44.12	7.85	20.00	56.00
Extrinsic 5th grade	45.78	6.09	31.00	55.00
Extrinsic 6th grade	36.67	5.28	27.00	47.00
Regulatory	26.35	5.22	10.00	39.00
Regulatory 4th grade	27.77	6.00	12.00	39.00
Regulatory 5th grade	26.48	5.76	10.00	37.00
Regulatory 6th grade	25.30	3.44	18.00	34.00

Source: Field data (2023)

On the other hand, the results of the frequency of seeing parents reading can be explained that the frequency of "sometimes" is greater than the others, sometimes seeing mothers reading is 38.33% and sometimes seeing fathers reading is 37.66%.

Furthermore, results in Table 3 indicate that intrinsic (p=0.80), extrinsic (p=0.38) and regulatory (p=0.56) reading motivation do not differ based on gender. The data is known to be abnormal from intrinsic, extrinsic and regulatory and only extrinsic data is not homogeneous from Levene's analysis, so the analysis uses Mann Whitney. Based on the dimensions of reading motivation, only the grade dimension has significant differences but has data that is not normal and homogeneous. Meanwhile, emotional regulation meets the assumption requirements, but there is no difference in reading motivation in this dimension.

Table 3
T-test of Gender and School

	Test	Statistic	df	p	Effect Size
Gender					
Intrinsic	Student	-0.259	298	0.80	-0.03
	Mann-Whitney	11.014.00		0.75	-0.02
Extrinsic	Student	-0.88	298	0.38	-0.10
	Mann-Whitney	10.726.00		0.49	-0.04
Regulatory	Student	0,40	298	0.56	0.06
	Mann-Whitney	11.454.50		0.78	0.02
School					
Intrinsic	Student	5.58	298	< .001	0,44
	Mann-Whitney	15.617.00		< .001	0,26
Extrinsic	Student	3.99	298	< .001	0,32
	Mann-Whitney	14.038.50		< .001	0,17
Regulatory	Student	3.44	298	< .001	0,27
	Mann-Whitney	14.258.50		< .001	0,18

Source: Field data (2023)

Meanwhile, intrinsic (p=<0.001), extrinsic (p=<0.001) and regulatory (p=<0.001) reading motivation based on school type have significant differences based on the Mann Whitney analysis, but the extrinsic data is reported to be not homogeneous from the Levene analysis and on the other hand, the dimensions of grades and social recognition of reading motivation are also reported to be not homogeneous.

Discussion

Based on the average data, the description explains that students are more motivated to read because extrinsic motivation is known to be no stronger than intrinsic motivation, but the results of extrinsic motivation do not seem to be supported by the value of seeing their parents reading because the frequency value of frequently seeing their mother reading is only 17.33% while often seeing father reading is only 22.66%. This means that students' motivation from outside themselves cannot be explained much by their parents. This needs to be explained because parents are directly linked to children's reading motivation, and this relationship is partly mediated by children's reading self-concept. This means that parental encouragement for students' reading motivation can be determined by students' self-concept which also plays a role in the rise and fall of the relationship between parental encouragement and students' reading motivation. It could be that parents who encourage their children to read spend more time interacting with their children in the context of reading, and express more positive emotions to activate reading behavior. The relationship between positive experiences and reading activities will increase students' reading motivation (Xia et al., 2019).

These results also explain that there is no significant correlation between the mother's reading routine and the extrinsic motivation of elementary school students, nor is there a significant correlation between the father's reading routine and the student's extrinsic motivation. This means that when students observe their mothers' or fathers' reading habits, this may not necessarily create reading motivation for their child. This fact is also in line with recent research which explains that reading habits make a very small contribution to motivation. Reading habits are estimated to have a direct influence of 0.16% on student motivation (Yanti et al., 2021), so students' extrinsic reading motivation cannot be explained by their parents' reading habits.

On the other hand, reading motivation has been frequently reported to differ based on gender (Van Der Bolt & Tellegen, 1996), but this research is not in line with this report. The gender differences of fourth, fifth and sixth grade elementary school students do not have significant differences. This means that every male and female student from private and state schools has the same motivation to read, in fact every dimension has the same motivation. Lack of motivation to read is certainly the main factor in the failure of reading comprehension skills (Alpian & Yatri, 2022), specifically this failure is related to intrinsic motivation (Saragih & Widayat, 2020) and that is why extrinsic motivation is not stronger than intrinsic motivation.

Therefore, the differences in students' reading motivation in public and private schools can vary and will depend on the specific context and conditions of each school, as public schools usually follow the curriculum set by the government. Reading motivation in state schools tends to be oriented towards fulfilling curriculum requirements. Maybe students also feel compelled to read because of assignments and obligations in order to get grades that do not represent the actual situation. On the other hand, private schools are more flexible because they develop their own curriculum and have the freedom to choose reading material that is more varied and interesting for students. Therefore, reading motivation in private schools may be driven by a more heterogeneous approach to teaching and learning.

Then it is also supported by resources and facilities, because in general, private schools have better facilities than state schools, such as complete libraries, diverse book collections, having access to technology, and extracurricular programs that can promote students' talents. Furthermore, it is also related to the environment and culture at school which can influence students' reading motivation. Private schools can regulate the ratio of students and teachers in the classroom so that it can be controlled well, and are able to build regulations that support students to be motivated to read and have greater opportunities to appreciate students who read. School systems can encourage activities such as book discussion groups, literature clubs, or literary events that actively engage students.

However, not all public or private schools will have the same characteristics. There are many factors that can influence students' reading motivation, including education level, teacher ability, family support, and of course it will continue to develop according to the results of reading motivation research from around the world. Therefore, further research can carry out qualitative in-depth research regarding the reading motivation of public and private school students, whether there is a significant difference as in the results of this research. Of course, taking extreme samples from each quantitative data will explain in depth the phenomenon of reading motivation in Indonesia.

Conclusion

Based on the results previously explained, it can be concluded that in this study the reading motivation of fourth, fifth and sixth grade elementary school students in rural areas did not differ based on gender. However, this research explains that there are differences in the reading motivation of fourth, fifth and sixth grade elementary school students in rural areas based on school type. The shortcomings in this research can be seen from the analysis which is not able to explain in general terms because it has not carried out parameter analysis and the analysis technique is limited to the t-test only.

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