

School Motivation as Correlate of Attitude Towards Reading Among Secondary School Students with Learning Disabilities

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Abstract

Lack of adequate motivation to learn, a major characteristic of many secondary school students with learning disabilities, often leads to school failure. Yet, there is paucity of studies targeting this notion. This study, therefore, investigated the influence of intrinsic and extrinsic school motivation on attitude towards reading, among secondary school students with learning disabilities in Ibadan, Nigeria. The study adopted a descriptive research design of the correlational type. The sample was made up of 118 Senior Secondary II (SSII) students with learning disabilities, using a multistage sampling procedure. Five instruments – Academic School Records, the Slosson Intelligence Test Revised, Screening Checklist for Suspected Learning Disabilities, Intrinsic and Extrinsic School Motivation and Students' Attitude towards Reading scales were administered to the participants. Data collected were analyzed using the Pearson product moment correlation and multiple regression analysis. The result indicated that intrinsic and extrinsic school motivation contributed significantly to the prediction of attitude towards reading among secondary school students with learning disabilities. The two predictor variables (intrinsic and extrinsic school motivation) when put together, accounted for a variation of about 41.8% with extrinsic school motivation being the most potent predictor variable and it was shown that only extrinsic school motivation could independently predict attitude towards reading, among secondary school students with learning disabilities. The study, therefore, recommended that secondary school teachers should intensify efforts to boost both intrinsic and extrinsic school motivation of their students with learning disabilities as this will likely improve attitude towards reading and overall academic success.

Keywords: *Intrinsic and extrinsic school motivation, Attitude towards reading, Students with learning disabilities*

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Background to the Study

Attitude towards reading, like reading achievement, is an important aspect of student learning. It is closely related to reading achievement and students' decision to read (McKenna, Kear and Ellsworth, 1995; Jeon and Yamashita, 2014). Most often, an improvement in students' attitudes to reading and learning, leads to an increase in achievement and vice versa. Hence, it is the responsibility of English language teachers together with special educators to assist all learners particularly, those with learning disabilities to improve not only their reading achievement but also their reading attitude. Senemoglu (2004) stated that attitude is an internal situation that is acquired and has an effect on the selection of behaviour. It is made up of made of three components which are emotional, cognitive and behavioural.

The emotional component of attitude is concerned with feelings toward the object of the attitude, while the cognitive component involves ideas and beliefs that the individual has about the attitude object. The behavioural component involves behaviours towards the attitude object (Bastug, 2014). With respect to attitudes toward reading, Miller (2003) explained that these are learned characteristics that influence whether students engage in or avoid reading activities, and they can be influenced by societal, familial, and school-based factors. Conteh (2002) posited that the social context, learner personality factors (self-confidence, risk taking and anxiety), learning conditions, learning process and learning outcomes can affect the attitude of students toward language learning. Getie (2020), found that some social factors such as peer groups, learners' parents affect the attitude of students towards learning English Language positively, while some factors within the educational environment affect students' attitudes negatively.

Poor students' attitude is often recorded in reading especially among students with learning disabilities as a result of lack of motivation. Rewards are given in an attempt to increase that vital student motivation. Students with learning disabilities are very often unmotivated because they tend to experience one failure after another at school. Lack of motivation to learn is a major characteristic of many secondary school students with learning disabilities (Lazarus, 2016). It often leads to school failure. Some students can struggle with the easiest of tasks presented by teachers. Students with learning disabilities can seem like the most unmotivated of all. But motivating students enables them to succeed. When rewards are given, they often have the opposite effect of what was intended. Good attitude comes from students who are motivated from within. Therefore, instead of giving rewards, teachers need to consistently teach students to become intrinsically motivated (Adanma, Ekwutosim and Unamba, 2018). Ryan and Deci (2020) posited that the more internalized the motivation, the more a learner's identity is shaped by it. Hence, this study explored the relationships that exist between attitude towards reading and school motivation among secondary school students with learning disabilities.

Moula (2010) observed that motivation is one of the factors that contribute to academic success; and recognized the importance of promoting and encouraging academic

motivation early in life especially by parents and educators. Feldman (2005) described motivation as factors that direct and energize the behaviour of humans and other organisms, while Wood (2002) noted that motivation is a process that initiates, directs, and sustains behaviours to satisfy physiological or psychological needs. Two types of motivation which are intrinsic motivation and extrinsic motivation exist (Ryan and Deci, 2000).

According to Ryan and Deci (2000) intrinsic motivation is defined as the doing of an activity for its inherent satisfaction rather than for some separable consequence. Persons, who are intrinsically motivated, are moved to act for the fun or challenge entailed rather than because of external products, pressures or reward. Students with learning disabilities can improve in their reading comprehension by developing inherent interest in pursuing a topic (“learning for learning's sake”). When students have a sense of control over their learning, their intrinsic motivation improves; they are likely to persist at tedious academic tasks, and they learn to process information at a deeper level. These individuals find a subject enjoyable and they naturally desire to learn mastery of it. Intrinsic motivation is an inner force that motivates students to engage in academic activities, because they are interested in learning and on the other hand enjoy the learning process (Schiefele, 1991). Harter (1978) explained that intrinsic motivation is the true drive in human nature, which drives individuals to search for and face new challenges. Their abilities are put to the test and they are eager to learn even when there are no external rewards to be won.

Intrinsically motivated individuals, engage in both mental and physical activities holistically, remain highly focused throughout these activities with clearly defined goals, are self-critical, self-reflect on their own actions realistically, and are usually relaxed and not afraid to fail during learning (Csikszentmihalyi and Nakamura, 1989). A study by Stipek (1988) concluded that intrinsically motivated students learn independently and always choose to do challenging tasks; they persevere to complete the tasks they have undertaken. They integrate the knowledge acquired in school with their experiences gained from outside school. They often ask questions to broaden their knowledge and learn regardless of any external push factors or help from teachers, and they take pride in their work and express positive emotions during the learning process. Highly intrinsically motivated students are able to learn new concepts successfully and show better understanding of the subject matter (Adanma, et al, 2018).

Extrinsic motivation is a concept that pertains to whenever an activity is done in order to attain some separable outcome. Some students may desire to pursue a subject for reasons outside of the individual, such as rewards, grades, parental or instructor approval. These individuals are motivated to learn a subject not because they want to learn it, but because learning the material will get them good grades, parental praise, or because job in that field pays well; all of which are external rewards. Extrinsic rewards can decrease intrinsic motivation, rewards linked to the completion of a task, threats, deadlines and directives undermine intrinsic motivation because individuals perceive them as behaviour control techniques (Mirabela-Constanța and Maria-Madela, 2011).

Extrinsic motivators include parental expectations, expectations of other trusted role models, earning potential to enroll in a course later and good grades. According to Benabou and Tirole (2003), extrinsic motivation promotes effort and performance with rewards serving as positive reinforces for the desired behavior. Extrinsic motivation typically produces immediate results and requires less effort in comparison to intrinsic motivation (Ryan and Deci, 2000). However, extrinsic motivators can often distract students from true independent learning. Another problem with extrinsic motivators is that they typically do not work over the long term. Once, the rewards are removed, students lose their motivation (DeLong and Winter, 2002) as extrinsically motivated students tend to focus on earning higher grades and obtaining rewards. Biehler and Snowman (1990) believed that extrinsic motivational factors can diminish students' intrinsic motivation. Such observation has also been reported by Bain (2004) who concluded that extrinsic rewards have negative impacts on intrinsic motivation (Adanma, et al, 2018). Dhanapala and Hirakawa (2016) suggested that intrinsic motivation when linked with extrinsic motivation positively contributes to text comprehension.

Torudom and Taylor (2017) found a significant negative correlation between reading attitudes and motivation, and reading anxiety among undergraduate students in a public university in Thailand. Maghsoudi, Talebi, and Khodamoradi (2021) investigated the relationship between students' motivation and their attitude towards reading comprehension. The findings revealed that reading motivations and attitudes contribute to better reading comprehension among the participants. Both motivation and attitude were highly correlated in English language achievement (Dornyei, 2005) and this is found in a number of studies (for instance, Day and Bamford, 1998; Erten, Topkaya and Karakau, 2010; and Senturk, 2105).

Besides, Ozonder (2015) found that there were no significant differences between male and female respondents in relation to attitudes and motivation in English language reading. A study by Khodadady and Khajavy (2013) revealed that there is a link between the motivation of learners, their attitude, and use of reading strategies, all of which influence each other. The finding of Lazarus (2022) showed that extrinsic reading motivation could independently and significantly predict reading comprehension achievement of students with learning disabilities. Akbas and Adnan (2007) stated that students' motivation is among the significant student characteristics connected with effective learning and that these characteristics tend to influence students' academic achievement. Motivation has been linked to attitudes. A well-motivated learner is bound to achieve success at school. Without motivation, that is, the drive, passion, interest, energy and the will, with which a student can pursue his/her studies, academic success cannot be achieved. Motivation is one of the most important power sources that guide students' attitudes in school. Motivation determines the strength and steadiness of attitude towards learning which is necessary for an individual to reach certain goals (Senemoglu, 2004).

However, secondary school students with learning disabilities lack the motivation to acquire academic skills. They display low persistence level and give up as soon as something appears to be difficult. They attribute success to luck or something the teacher did or an easy task (Lazarus, 2016). Thus, teaching secondary school students with learning disabilities, who lack motivation to learn, can be challenging (Lazarus, 2016). Past studies have focused more on enhancing reading comprehension achievement of students with learning disabilities (Lazarus, 2009) and on the influence of reading attitude on reading behaviour (Mathewson, 1994); on reading comprehension achievement (Lazarus and Ntamark, 2016), on reading attitude as a reader-internal factor in the process of constructing the meaning of a text in the classroom (Ruddell and Unrau, 1994), and on the acquisition of reading attitude (McKenna, 1994), than on the influence of school motivation on reading attitudes among students with learning disabilities. Therefore, teachers need to assist these students to build motivation to learn so that they can be able to attribute accomplishments to their own efforts. It is against this backdrop that the present study investigated the relationship existing between school motivation and attitude towards reading among students with learning disabilities.

The Self-Determination Theory (SDT)

This study is anchored to the Self-Determination theory which gives insight into all matters directly related to educational settings, including those that affect psychological wellness, autonomous extrinsic motivation, and intrinsic motivation. Deci and Ryan (2000) believe motivation provides the fulfillment of fundamental psychological needs such as connection, ability, and independence. Motivation can be autonomous or controlled motivation. Autonomous motivation is based on self-regulated orientation which comprises of intrinsic motivation and the type of extrinsic motivation in which people have identified with an activity's value and integrated into the sense of self (that is, identified regulation). For instance, individuals engage in higher education which is accompanied by interest and excitement in learning new things, to thrive towards accomplishments and/or because the importance of higher education pursuit is internalized within the individual.

Controlled motivation, on the other hand consists of extrinsic motivation in the forms of external regulation where one's behaviour is determined by external contingencies of reward and punishment and interjected regulation which action is based on approval motive, avoidance of shame or contingent self-esteem (Deci and Ryan, 2008). Supports for students' core psychological needs for autonomy, competence, and relatedness strengthen both intrinsic motivation and well-internalised (and thus autonomous) forms of extrinsic motivation predict a variety of favourable outcomes across a range of educational levels and cultural contexts (Ryan and Deci, 2020).

Research Questions

The following research questions were raised to guide the conduct of the study.

- i. What type of relationship exists between the intrinsic school motivation and attitude towards reading among students with learning disabilities?

- ii. What type of relationship exists between the extrinsic school motivation and attitude towards reading among students with learning disabilities?
- iii. What is the joint contribution of the predictors (intrinsic and extrinsic school motivation) to attitude towards reading among students with learning disabilities?
- iv. What is the relative contribution of the predictors (intrinsic and extrinsic school motivation) to the prediction of attitude towards reading among students with learning disabilities?

Methodology

The study adopted a descriptive research design of the correlational type because the researchers did not manipulate any variable of interest. The population of this study comprises all SS 2 students of the public secondary schools in Ibadan metropolis: the respondents in this study were one hundred and eighteen (118) Senior Secondary School (SS II) students with learning disabilities from four (4) public secondary schools in Ibadan North Local Government Area of Oyo State. The respondents were both male and female students within the ages of fourteen (14) and eighteen (18).

The multi-stage sampling procedure was adopted. The first stage involved the selection of Ibadan North Local Government Area of Oyo State, Nigeria through convenient sampling. The second stage involved selection of four public secondary schools across the local government area through ballot method of random sampling technique. The third stage involved teacher nomination of SSII students with low academic achievement from the four selected schools. The fourth stage involved screening of low achieving SSII students to identify students with learning disabilities with the help of the screening instruments- Slosson Intelligence Test (SIT-R3) and the Screening Checklist for Suspected Learning Disabilities (SCSLD). In the fifth stage, those identified with learning disabilities were given the Intrinsic and Extrinsic School Motivation (IESM) and the Students' Attitude towards Reading (SATR) scales.

Instrumentation

The following instruments were used for data collection in this study: (i) Academic school records of the students, (ii) Slosson Intelligence Test (SIT-R3), (iii) Screening Checklists for Suspected Learning Disabilities (SCSLD), (iv) Intrinsic and Extrinsic School Motivation (IESM) and (v) Students' Attitude towards Reading (SATR) scales.

1. Academic school records of students

The researchers made use of past school records to check the academic performance of the students with learning disabilities. This instrument was used to identify students who have been having challenges in their academics' overtime. The data were gathered from the class teachers' previous records of each student and compared with the recent records to identify and select students with learning disabilities.

2. **Slosson Intelligence Test (SIT-R3)**

This is an intelligence measuring instrument. Slosson Intelligence test was designed and validated by Richard L. Slosson in 1961 and renamed in 1981 and 2005 respectively. This is a standardized screening test that provides a fast and reliable index of intellectual abilities in students. For the purpose of this study, SIT-R3 was used in determining the intelligence quotient of students suspected with having learning disabilities. The Slosson Intelligence test was used in screening these students. The test was administered to participants in the study and questions pertaining to assess the intelligence level were asked in accordance to their mental age. This test is useful in providing a tentative diagnosis of cognitive ability. It is a test administered to students individually and it measures six verbal cognitive domains: general information, quantitative, similarities and differences, vocabulary, auditory memory and comprehension. The test was administered to students in SSII between the ages of fourteen (14) and Seventeen (17) years of age that were nominated by their class teachers as having challenges in their academics overtime based on their school records.

3. **Screening Checklists for Suspected Learning Disabilities (SCSLD)**

This is a checklist that examined all the areas of learning disabilities in students developed by Herriot (2004). This instrument was used to identify those with learning disabilities from those without learning disabilities. The scale consists of ninety-six (96) items on all the areas of learning disabilities and the items were scored on a five-point scale: "Never", "Almost Never", "Sometimes", "Often", "All the Same". The instrument examined core areas of learning which are reading which comprise of decoding, comprehension and vocabulary, problem solving, speed, written language, mechanics, spelling, oral language both speaking and listening, Mathematics which comprise of calculation, reasoning or concepts, memory deficits which examines the long-term memory, short-term memory and working memory. Attention deficits including impulsivity and hyperactivity. It also measures the executive functions like planning, registration, monitoring, organization and metacognition. Also, language processing both receptive and expressive language processing, perceptual motor both gross and fine motor skills, handwriting, comprehension and phonological awareness. Students responded to this test as honest as possible by ticking the response that most accurately describes them.

4. **Intrinsic and Extrinsic School Motivation (IESM) scale**

The Intrinsic and Extrinsic School Motivation (IESM) scale was adapted from Lepper, Corpus and Iyengar (2005). The scale measured the challenges, curiosity, independent mastery, easy work, pleasing teachers and dependence of teachers among the students with learning disabilities. The scale consists of thirty (30) items on intrinsic and extrinsic school motivation and the items were scored on a four-point scale ranging from "Strongly Agree" (SA), "Agree" (A), "Disagree" (D) and "Strongly Disagree" (SD). A trial-test of the instrument by the researchers involved administering it to 30 students with learning disabilities outside the selected sample for this study. The instrument was validated through construct validity and their psychometric properties were duly obtained as follows: Intrinsic and Extrinsic School Motivation Scale ($\alpha=0.86$).

5. Students' Attitude towards Reading (SATR) scale

The Students' Attitude Towards Reading (SATR) scale was also adapted from Akbari, Ghonsooly, Ghazanfari and Shahriari (2017). The scale measured both positive and negative attitude of the students with learning disabilities towards reading. The scale consists of thirty (30) attitudinal items which were scored on a four-point scale: "Strongly Agree" (SA), "Agree" (A), "Disagree" (D) and "Strongly Disagree" (SD). Reliability coefficient obtained after a trial-test of the instrument using 30 students with learning disabilities outside the selected sample for this study is as follows: Students' Attitude Towards Reading Scale ($\alpha=0.82$).

Procedure for data collection

The researchers obtained an introduction letter from the Head of Department and took it to the Principals of the selected schools for permission to involve selected students with learning disabilities as participants in the study. The researchers familiarized with the teachers and students concerned. Ethical considerations were adhered to. Anonymity of participants' enabled their responses to be kept confidential. Written consent was also obtained from the students. The instruments were administered to students in SSII identified with learning disabilities as follows: School A (29), B (33), C (31) and D (25) participants respectively.

Method of data analysis

The data collected from this study was analysed using computation of percentages, Pearson Product Moment Correlation (PPMC) and Multiple Regression Analysis (MRA). MRA was used to find out the combined and relative contribution of the two independent variables on the two dependent variables. PPMC was used in the study to determine the relationship between the independent variable and the dependent variable.

Results

Demographic data

Table 1 shows that 36 (30.5%) respondents are between 12-14 years, 75 (63.6%) are between 15-17 years, 6 (5.1%) are between 18-20 years, and 1(0.8%) was above 20 years of age respectively. The table further shows that 56 (47.5%) respondents are male while their female counterparts are 62 (52.5%).

Table 1: The demographic distributions of the respondents are presented

Variable	Category	Frequency	Percentage (%)
Age of the respondents	12-14 years	6	30.5
	15-17 years	75	63.6
	18-20 years	6	5.1
	Above 20 years	1	0.8
Gender	Male	56	47.5
	Female	62	52.5
	Total	118	100

Answering the research questions

Research question one: What type of relationship exists between the intrinsic school motivation and attitude towards reading among students with learning disabilities?

Table 2: Relationship between the intrinsic school motivation and attitude towards reading among students with learning disabilities

Variables	Mean	Std. Dev.	N	R	p-value	Remarks
Intrinsic school motivation	46.8051	7.8992	118	.493*	.000	Sig.
Students' attitude	82.3475	16.7078				

* Sig. at 0.05 level

Table 2 shows that there is a significant relationship between the intrinsic school motivation and attitude towards reading among students with learning disabilities ($r = .493$, $n=118$, $p (.000) < .05$). Hence, it could be deduced that intrinsic school motivation influenced attitude towards reading among students with learning disabilities.

Research question two: What type of relationship exists between the extrinsic school motivation and attitude towards reading among students with learning disabilities?

Table 3: Relationship between the extrinsic school motivation and attitude towards reading among students with learning disabilities

Variables	Mean	Std. Dev.	N	R	p-value	Remarks
Extrinsic school motivation	40.5678	8.6612	118	.646*	.000	Sig.
Attitude towards reading	82.3475	16.7078				

* Sig. at 0.05 level

Table 3 shows that there is a significant relationship between the extrinsic school motivation and attitude towards reading among students with learning disabilities ($r = .646$, $n=118$, $p (.000) < .05$). Hence, it could be deduced that extrinsic school motivation influenced attitude towards reading among students with learning disabilities.

Research question three: What is the joint contribution of the predictors (intrinsic and extrinsic school motivation) to attitude towards reading among students with learning disabilities?

Table 4: Regression analysis showing joint contribution of intrinsic and extrinsic school motivation on attitude towards reading among respondents

R	R Square	Adjusted R Square	Std. Error of the Estimate			
.654	.428	.418	12.743			
A N O V A						
Model	Sum of Squares	Df	Mean Square	F	Sig.	Remark
Regression	13985.311	2	6992.655	43.060	.000	Sig.
Residual	18675.443	115	162.395			
Total	32660.754	117				

Table 4 shows the joint contribution of the two independent variables (intrinsic and extrinsic school motivation) to the prediction of the dependent variable (attitude towards reading). The table also shows a coefficient of multiple correlation ($R = .654$ and a multiple R^2 of $.428$). This means that 42.8% of the variance was accounted for by two predictor variables when taken together. The significance of the composite contribution was tested at $\alpha = 0.05$. The table also shows that the analysis of variance for the regression yielded F-ratio of 43.060 (significant at 0.05 level). This implies that the joint contribution of the independent variables to the dependent variable was significant and that other variables not included in this model may have accounted for the remaining variance.

Research question four: What is the relative contribution of the predictors (intrinsic and extrinsic school motivation) to attitude towards reading among students with learning disabilities?

Table 5: Regression analysis showing relative contribution of intrinsic and extrinsic school motivation on attitude towards reading among respondents

Model	Unstandardized Coefficient		Standardized Coefficient	t	Sig.
	B	Std. Error	Beta Contribution		
(Constant)	25.055	7.213		3.473	.001
Intrinsic school motivation	.291	.194	.138	1.504	.135
Extrinsic school motivation	1.076	.177	.558	6.099	.000

Table 5 reveals the relative contribution of the two independent variables to the dependent variable, expressed as beta weights, viz: Intrinsic school motivation ($\beta = .138$, $t=1.50$; $p>.05$), and Extrinsic school motivation ($\beta = .558$, $t= 6.09$; $p <.05$). Hence, it could be deduced that extrinsic school motivation was significant that is, it could independently and significantly predicts attitude towards reading among students with learning disabilities in the study.

Discussion of the Findings

Research question one: The findings of the present study shows that there is a significant relationship between the intrinsic school motivation and attitude towards reading among students with learning disabilities. Hence, it could be deduced that intrinsic school motivation influenced attitude towards reading among students with learning disabilities. This finding is supported by the findings of Dornyei (2005); Erten et al., (2010); Senturk, (2015) that motivation and attitude towards reading among students were highly correlated in English language learning. However, the finding is in contrary to that of Ozonder (2015) who found that there were no significant differences between male and female respondents in relation to attitudes and motivation in English language reading.

Research question two: The findings in this study showed that there is a significant relationship between the extrinsic school motivation and attitude towards reading among students with learning disabilities. Hence, it could be deduced that extrinsic school motivation influenced attitude towards reading among students with learning disabilities. The finding is supported by Grabe (2009) as cited in Turodom and Taylor (2017), that reading motivation drives reading development. The more motivated the readers are the higher number of books they will read and the higher level of reading comprehension they will possess. The present finding supports those of Maghsoudi, Talebi, and Khodamoradi (2021) that revealed that reading motivations and attitudes contribute to better reading comprehension among the participants. However, the finding is contrary to that of Torudom and Taylor (2017) who found a significant negative correlation between reading attitudes and motivation, and reading anxiety among undergraduate students.

Research question three: The finding that the joint contribution of the independent variables to the dependent variable was significant is in agreement with the finding of Khodadady and Khajavy (2013) that revealed that there is a link between the motivation of learners, their attitude, and use of reading strategies, all of which influence each other. Research question four: The finding that extrinsic school motivation could independently and significantly predict attitude towards reading among students with learning disabilities in this study is supported by the finding of Lazarus (2022) that extrinsic reading motivation could independently and significantly predict reading comprehension achievement of students with learning disabilities.

Recommendations

Based on the findings of the study, the following recommendations were made:

1. The need to boost intrinsic and extrinsic school motivation of secondary school students with learning disabilities is paramount to general and special education teachers. This should be emphasized for better outcomes in reading. For instance, during seminars and training workshops, students with learning disabilities should be provided with tips on how to build their intrinsic and extrinsic school motivation.

2. Teachers should play key role in motivating the students with learning disabilities (intrinsically and extrinsically) to have a positive attitude towards reading. They should use reinforcement like praise, provide feedback to students as soon as possible, strengthen students' self-esteem and reinforce accomplishments, expose them to field trips, and explore outdoor activities.
3. During individual, small group and whole class instructional activities, more emphasis should be placed on the significance of learner intrinsic motivation as against extrinsic motivation.
4. Talks, games, modelling efforts by teachers and parents, peer tutoring activities like partner reading, buddy reading can be organized for students with learning disabilities. All these will boost their school motivation.
5. Teachers need to regularly attend seminars, workshops and in-service training and conferences that focus on ways to motivate students with learning disabilities in secondary schools. These programmes will help to improve teachers' skills on how to build intrinsic and extrinsic school motivation of students with learning disabilities.

Limitations and Suggestions for Future Research

This study is limited to four public secondary schools randomly selected in the Ibadan North Local Government Area, Oyo State, Nigeria and only the students with learning disabilities were sampled in the selected secondary schools. Other researchers could carry out similar studies in other locations within or outside the state. Other dependent variables such as reading achievement can be examined in future studies. In addition, similar studies involving other students with different disabilities can also be conducted.

Conclusion

The researchers explored the relationship among two independent variables (intrinsic and extrinsic school motivation) and the dependent variable (attitude towards reading) among students with learning disabilities in Ibadan, Nigeria. It was established that both intrinsic and extrinsic school motivation had significant relationships with attitude towards reading among students with learning disabilities in Ibadan, Nigeria. Therefore, the study concluded that intrinsic and extrinsic school motivation influenced attitude towards reading among students with learning disabilities in the Ibadan metropolis. The study further concluded that since extrinsically motivated learners do not usually show much determination to improve on their academic performance unless they are persuaded by offer of extrinsic rewards, students with learning disabilities who have higher extrinsic school motivation should be helped by their teachers to boost both their intrinsic and extrinsic school motivations for a better reading attitude and achievement.

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