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THE RELATIONSHIP BETWEEN ADOLESCENT STUDENTS' MOTIVATION TO  
READ AND COLLEGE- AND CAREER-READY ACHIEVEMENT

By  
Brianne Elizabeth Schoch

A Dissertation Submitted to the  
Gardner-Webb University School of Education  
in Partial Fulfillment of the Requirements  
for the Degree of Doctor of Education

Gardner-Webb University  
2019

## Approval Page

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## **Abstract**

THE RELATIONSHIP BETWEEN ADOLESCENT STUDENTS' MOTIVATION TO READ AND COLLEGE- AND CAREER-READY ACHIEVEMENT. Schoch, Brianne Elizabeth, 2019: Dissertation, Gardner-Webb University.

This study examined the relationship between student motivation to read and college- and career-ready achievement. The participants were 60 eighth-grade students from a middle school in western North Carolina. Pitcher's et al. (2007) Adolescent Motivation to Read Profile (AMRP) survey instrument was used to collect data on student motivation to read and its subsets of self-concept as reader and value of reading. Academic achievement was measured by the North Carolina READY End-of-Grade Assessment English Language Arts/Reading for Grade 8 (NC READY ELA/R 8). Descriptive statistics revealed students could be described as neither having a positive or negative value of reading; but they had a positive self-concept, demonstrating higher levels of self-concept as readers than they did regarding the value of reading. Results also indicated students were positively motivated to read, although only slightly. Correlational analysis demonstrated a statistically significant positive relationship individually between student self-concept as readers, student value of reading, and student motivation to read and academic achievement. Regression analysis data revealed that student self-concept as reader and motivation to read were significant predictors of academic achievement scale scores and college- and career-ready achievement levels. Student evaluation of their value of reading was not a significant predictor of achievement. The results of this study also indicated student motivation to read does have a statistically significant relationship to college- and career-ready academic achievement.

*Keywords:* reading motivation, adolescent reading, motivation to read and achievement, career- and college-ready, self-concept as readers, value of reading

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## **Chapter 1: Introduction**

The ability to read well is more important than ever for young adults to achieve academic success now as well as future success in college and career, yet more than 60% of middle and high school students cannot read on a proficient level (Conradi, Jang, Bryant, Craft, & McKenna, 2013). In an international statement on literacy, Moore, Bean, Birdyshaw, and Rycik (1999) claimed,

Adolescents entering the adult world in the 21st century will read and write more than at any other time in human history. They will need advanced levels of literacy to perform their jobs, run their households, act as citizens, and conduct their personal lives. They will need literacy to cope with the flood of information they will find everywhere they turn. They will need literacy to feed their imaginations so they can create the world of the future. In a complex and sometimes even dangerous world, their ability to read will be crucial. (p. 99)

Low reading ability can breed indifference to education, as students with poor literacy skills have difficulty being engaged in the learning process (McGeown, Duncan, Griffiths, & Stothard, 2015). Low literacy levels prevent high school students from mastering other subjects, cause students to struggle to learn in text-heavy courses, and prevent students from taking academically more challenging courses, thereby contributing to high school dropout rates (Au, 2000; Jofus & Maddox-Dolan, 2003).

As the amount of reading a student does is strongly related to their reading comprehension, consideration of student motivation to read is important. Research indicates that adolescents tend to read less frequently as they enter the teen years and often have negative attitudes toward reading (Pitcher et al., 2007). A National



Endowment of the Arts report clearly indicates a considerable downturn in reading among adolescents (Iyengar & Ball, 2007). The National Assessment of Educational Progress (NAEP), a national assessment branch of the federal government's National Center for Education Statistics (NCES), collects and analyzes data related to conditions of education in the United States and other nations. The 2015 NAEP assessed fourth, eighth, and 12<sup>th</sup> graders in mathematics, reading, and science. The results of this assessment revealed that 32% of eighth-grade students reported "never or hardly ever" reading for fun on their own time (National Center for Education Statistics, 2015). Even the reader with the strongest cognitive skills may not spend much time reading if he or she is not motivated to read (Wigfield, Guthrie, Tonks, & Perencevich, 2004). Clearly, it is of crucial concern that there are students who can read but choose not to (Thomas & Moorman, 1983).

New higher quality standards in education are demanding students read and analyze in ways they have not been required to in the past. Beginning in 2010, states and territories in the United States began adopting the Common Core State Standards (CCSS). The primary objective of CCSS is that all students will graduate from high school able to succeed in college and career. The standards were developed as an outline of the learning goals a student should have mastered by the end of each grade (Common Core State Standards Initiative, n.d.). The standards for reading have required a shift in assessments, as they have moved beyond foundational reading comprehension skills and require students to "be able to comprehend texts of steadily increasing complexity as they progress through school" (Common Core State Standards, n.d., p. 2).

Adoption of CCSS has also initiated changes in secondary classrooms through

implementation of standards for literacy in history/social studies, science, and technical subjects and an increased emphasis on informational texts. These shifts result in increased reading requirements for students. An action guide to implementation of CCSS in secondary classrooms stated, “Because literacy is now a shared responsibility among all teachers, reading should dramatically increase in all content areas” (Achieve, 2013, p. 11). While English teachers may use more informational text, students may actually read more literature not less. “Students will be expected to actively engage with increasingly complex text in all content areas” (Achieve, 2013, p. 11).

While literacy demands continue to increase, achievement in reading has not improved. According to the 2015 NAEP Nation’s Report Card (National Center for Education Statistics, 2015), more than 60% of middle and high school students are not proficient in reading. These results indicate millions of adolescents are unable to understand or evaluate text, provide relevant details, or support inferences about what they read. The statistics also indicate a near-stagnant trend in reading proficiency, as the “overall average reading score of eighth-grade students in 2015 declined in comparison to the previous assessment in 2013” (National Center for Education Statistics, 2015, “Average reading score,” para. 1) and was only slightly higher than the 1992 average, which was the first year the reading assessment was administered.

International assessments confirm the lack of proficiency among adolescent readers in the United States. In 2012, the Programme for International Student Assessment (PISA) of reading ranked 15-year-olds in the United States 17<sup>th</sup> among developed nations in reading, lagging behind countries such as Estonia, Liechtenstein, and Poland (Organisation for Economic Co-operation and Development, 2012).

Furthermore, according to trend data from PISA, there has been no significant change in reading performance over time.

Not only are students underachieving in this subject area, but they are also unmotivated to read (Corcoran & Mamalakis, 2009). A lack of motivation can lead to gaps in academic reading performance, influencing a student well beyond their adolescent years, as academic achievement in reading lays the foundation for future successes in academic and career choices (Archambault, Eccles, & Vida, 2010). This lack of motivation may be attributed to adolescents' unique characteristics of self-concept, in comparison to students of different ages. Adolescents "care about being competent, identify themselves by the things they do well and ... relish opportunities to do those things" (Stevenson, 2001, p. 65). Students who believe they are more efficacious are more likely to show more activity, effort, and persistence in reading than students with a low self-concept. According to Wigfield and Guthrie (1997), students who believe they are competent are more likely to become engaged readers. Additionally, studies indicate that young adolescents' self-concepts of abilities decrease over time (Eccles, Midgley, & Adler, 1984; Marsh, 1989; Stipek & MacIver, 1989).

Since adolescents tend to read less frequently as they enter the teen years and often have negative attitudes toward reading and the amount of reading is strongly related to reading comprehension, consideration of student motivation to read is important (Pitcher, et al., 2007); however, CCSS for reading have moved beyond foundational reading comprehension skills and require students to "be able to comprehend texts of steadily increasing complexity as they progress through school" (Common Core State Standards, n.d., p. 2). It is also important to now identify the relationship between

motivation to read and achievement in the new skills and strategies currently required of students to become “college- and career-ready,” a standard of achievement that entered the requirements for state accountability with the passage of the Every Student Succeeds Act (ESSA) in 2015.

### **Problem Statement**

As students progress through adolescence, positive reading attitudes and motivation experience a serious decline. This situation, in turn, creates an increasing population of resistant readers. Furthermore, the reading demands of modern-day careers are often even greater than those found in college courses (Bracey, 2006). Ultimately, a lack of motivation to read negatively affects college- and career-readiness.

A lack of motivation to read causes student reading skills to diminish, leaving them with vocabulary that is underdeveloped, and general reading and writing skills are impeded due to lack of exposure and practice (Gallagher, 2003; Krashen, 2006). A large population of adolescents exhibits aliteracy, the state of being able to read but choosing not to do so (Alvermann, 2003; Doecker & Ortlieb, 2011; National Endowment for the Arts, 2007). This lack of reading practice also leads to an increasing percentage of students graduating without the necessary reading ability for college and/or career (ACT, 2015).

### **Purpose of the Study**

The purpose of this study was to gain a deeper understanding of the relationships that might exist between student motivation to read, determined by their value of reading and self-concept as readers, and achievement in the new skills and strategies now required of students to become college- and career-ready.

Exploration into the predictive power of motivation on reading achievement can produce potential positive effects on educational decision-making. This study's focus was evaluating the relationship between eighth graders' motivation to read and achievement on a CCSS assessment.

Descriptive research with a correlational research design was used for this quantitative study.

### **Theoretical Framework**

**Engaged reading.** The model of engaged reading emphasizes motivational factors and draws from research of self-regulation. Motivation to read is a prime component of engaged reading. Developed by researchers at the National Reading Research Center, this model defines engaged readers as readers who are motivated to read (Gambrell & Morrow, 1996; Guthrie & Anderson, 1999; Guthrie & Wigfield, 2000). Such readers employ reading comprehension strategies, draw on prior knowledge, and interact with others about their reading interests (Alvermann, 1999; Baker & Wigfield, 1999). Furthermore, the engaged reading theory hypothesizes that reading achievement should be predicted by engaged reading. An engaged reader is someone with desires and purposes that enable the reading process to occur (Guthrie & Wigfield, 1997), thus reading becomes an act driven by motivation and individual goals and values (Guthrie & Alvermann, 1999).

**Academic self-concept theory.** Academic self-concept refers to student knowledge of and perceptions about themselves in achievement situations (Wigfield & Karpathian, 1991). People are inclined to engage in tasks they feel competent in and confident at and avoid those in which they do not (Pajares & Schunk, 2001). Academic

self-concept includes self-efficacy and both are considered self-beliefs (Bong & Clark, 1999; Schunk, 1991). Student convictions about themselves play a definitive role in further growth and development (Bandura, 1997). Additionally, as self-concept is resistant to change, it is therefore highly stable (Craven, Marsh, & Debus, 1991) and is even more firmly established in older students (Skaalvik & Hagtvet, 1990). Reading self-concept is comprised of student perceptions of competency in performing reading tasks, whether they perceive reading activities as commonly either easy or difficult, and student attitudes felt towards reading (Chapman & Tunner, 1995). Research has demonstrated that academic self-concept is systematically related to achievement (Marsh, 1992; Marsh & Yeung, 1997; Skaalvik & Hagtvet, 1990).

**Goal theory.** Goal theory focuses on the factors to which students perceive their achievement can be attributed (Anderman & Midgely, 1997). Goal theory is subdivided into task and ability goals. A task goal involves the belief that achievement is for personal improvement and understanding, while an ability goal is the belief that achievement is used to demonstrate that ability.

Goal theory is also subdivided into mastery and performance goal orientations. Mastery goal orientation recognizes effort toward accomplishing a task and the outcome of that task as interconnected. Therefore, students who are mastery goal oriented would recognize themselves as being in control of their education and would be concerned with their own learning. Students thus oriented would exert themselves to develop new skills, understand their work, and achieve a sense of mastery at each task (Ames, 1992). Even when a mastery goal-oriented student encounters failure, they will likely maintain a positive sense of belief in themselves and continue working towards success

(Linnenbrink & Pintrich, 2002).

A performance goal-oriented student will seek “positive evaluations of their ability and avoid negative ones, ... try to out perform others and ... consider ability, rather than effort, the cornerstone of successful performance” (Hidi & Harackiewicz, 2000, pp. 160-161). A student with a performance goal orientation sees learning as a way to achieve a desired outcome and their self-concept is determined by how well they perform in comparison to others. A student with this construct, if they do not reach their goal of being better than those who also attempted to complete the task, may not work hard again and their self-concept may be damaged. These students may also experience feelings of anxiety about failure (Linnenbrink & Pintrich, 2002).

### **Research Questions**

The purpose of this study was to gain a deeper understanding of the relationships that might exist between student motivation to read, determined by their value of reading and self-concept as readers, and achievement in the new skills and strategies now required of students to become college- and career-ready. The following research questions guided this study:

1. How can the value eighth-grade students place on reading be described?
2. How can eighth-grade students’ self-concept as readers be described?
3. Based on value of reading and self-concept as readers, how can the motivation of eighth graders to read be described?
4. Does motivation to read correlate with students’ college- and career-ready achievement status?

## Definition of Terms

**Adolescents.** Adolescents range in age from approximately 11 or 12 to approximately 19 years old. Students in middle school are considered to be adolescents and generally range in age from 10 to 14 (Turning Points: Transforming Middle Schools, 2003).

**AMRP.** A survey that provides a composite motivational score for students based on their self-concept as a reader and their value placed on reading. The AMRP consists of two basic instruments: the Reading Survey and the Conversational Interview. The Reading Survey consists of 20 items using a 4-point scale, with one point awarded for the least positive responses and four points awarded for the most positive responses, with 10 items assessing self-concept as a reader and 10 items assessing value of reading (Pitcher et al., 2007).

**CCSS.** Learning standards developed as an outline of the learning goals a student should have mastered by the end of each grade to assure all students graduate from high school able to succeed in college and career (Common Core State Standards Initiative, n.d.).

**Motivation.** “The likelihood of engaging in reading or choosing to read” (Gambrell, 2011, p. 5).

**North Carolina READY End-of-Grade Assessment English Language Arts/Reading for Grade 8 (NC READY ELA/R 8).** A reading assessment for measuring student achievement consisting of 56 four-response option, multiple-choice items. The assessment was developed by the North Carolina Department of Public Instruction (NCDPI) to align to CCSS (North Carolina Department of Public Instruction,



2015c).

**Self-concept.** The perceptions, knowledge, views, and beliefs students perceive about themselves as learners (Wigfield & Karpathian, 1991).

### **Delimitation and Limitations of the Study**

A delimitation of the study is found in that only eighth-grade students participated. Eighth-grade students were selected because they performed particularly poorly on the North Carolina READY End-of-Grade Assessment English Language Arts/Reading for Grade 7. Additionally, the three-year trend of eighth-grade student scores on the reading assessment was inconsistent. The results of the study may have been different if sixth and seventh graders were also included.

Another delimitation is the researcher's decision to not use the conversational interview component of the AMRP. This decision was made due to time constraints, as the survey would be administered very close to the testing administration window determined by the state.

A limitation of the study can be found in that only eighth graders at one school participated in the study. Additionally, a limitation of the study is the definition that students have of reading, since students tend to define reading only in an academic context and may view out-of-school literacies as invalid (Moje, Overby, Tysvaer, & Morris, 2008).

Because one of the measurement tools was a survey, the limitations of self-reporting must be considered. Given that both administrators of the AMRP are teachers of these students, the students may have chosen to respond in a way that would be socially desirable and meet the expectations of the administrator. Gambrell and Morrow

(1996) noted that it is impossible to determine from self-report instruments alone whether or not students actually feel, believe, or do the things they report.

## **Chapter 2: Literature Review**

This study examined the relationship between adolescent students' motivation to read and achievement on a standardized test measuring the new skills and strategies now required of students to become college- and career-ready. Since adolescents tend to read less frequently as they enter the teen years and often have negative attitudes toward reading, it is especially pertinent to consider student motivation to read (Pitcher et al., 2007).

This literature review is divided into four sections and presents findings on the adolescent literacy crisis in the United States; motivation to read, which is divided into two subsections – adolescent evaluative beliefs about reading and adolescent self-concept as readers; motivation to read and achievement; and college- and career-ready standardized assessments. By reviewing this literature, the researcher established a context regarding the predictive power of motivation on reading achievement, which can ultimately produce potential positive effects on educational decision-making.

### **Adolescent Literacy Crisis**

Concern regarding the reading proficiency of adolescents in the United States has been a steadily increasing issue for more than 30 years, beginning in the 1980s with two landmark reports on education. *A Nation at Risk* was the first of these reports, drawing attention to adolescent literacy and lack of critical-thinking skills by stating, “Nearly 40 percent cannot draw inferences from written material; only one-fifth can write a persuasive essay” (National Commission on Excellence in Education, 1983, p. 11). The report also noted “about 13% of all 17-year-olds in the United States could be considered functionally illiterate” (National Commission on Excellence in Education, 1983, p. 7).

In 1985, NAEP reiterated the concerns expressed in *A Nation at Risk*, noting that from 1971 to 1984, 13- and 17-year-olds demonstrated either no gains or gains which were statistically insignificant in reading achievement (Educational Testing Service, 1985). Additionally, the conditions needed to sustain motivation to read disappear though middle and high school (Guthrie, Alao, & Rinehart, 1997). The average time the American teenager spends reading has declined annually since 1976, when 86% of high school seniors reported reading a book or magazine at least once per week; however, in 2004, the amount of time spent reading had diminished to 6 minutes and 36 seconds a day, with only 67% of seniors claiming to read at least once per week (Porterfield & Winkler, 2007). These findings are all the more troubling when considering Wigfield and Guthrie's (1997) work that determined middle school students who spent at least 6 hours per week reading did better academically.

Joftus and Maddox-Dolan (2003) authored a report for Alliance for Excellent Education, stating approximately six million middle and high school students were reading below grade level. In 2007, the NAEP Nation's Report Card explained that there has not been any "significant change in the percentage of [eighth-grade] students at or above the *Proficient* level" (Lee, Grigg, & Donahue, 2007, p. 3) in reading, when comparing the 1992 and 2005 data. Also in 2007, the Census Bureau reported of the 3.9 million eighth graders in the United States, 26% were not achieving even basic levels of literacy and only 31% reached proficiency (Lee et al., 2007).

According to Biancarosa and Snow (2006), there are three groups of students entering high school who are not prepared for challenging high school work. The first group, 5% to 10% of students, may have difficulties decoding words and is testing at only

the second- or third-grade level in reading. The second, larger group tests at a sixth- or seventh-grade reading level and reads with limited fluency. The final group has only partially mastered the advanced reading capabilities needed at the high school level and therefore is not prepared to succeed in their coursework.

In 2010, PISA reported that interest in reading correlated with student reading comprehension. In the 64 countries that participated in the international assessment, students who enjoyed reading the most performed significantly better than students who enjoyed reading the least. The report also stated that 37% of students reported that they do not read for enjoyment at all (Organisation for Economic Co-operation and Development, 2010).

The 2015 NAEP Nation's Report Card continued to demonstrate concern regarding adolescents and reading and specifically regarding eighth-grade reading achievement (National Center for Education Statistics, 2015). The report noted that more than 60% of middle and high school students are not proficient in reading, indicating these students are unable to understand or evaluate text, provide relevant details, or support inferences about what they read. The statistics support the ongoing near-stagnant trend in reading proficiency, as the "overall average reading score of eighth-grade students in 2015 declined in comparison to the previous assessment in 2013" (National Center for Education Statistics, 2015, "Average reading score," para. 1) and was only slightly higher than the 1992 average, which was the first year the reading assessment was administered.

A decline in reading performance was also noted by the Carnegie Corporation of New York's Council on Advancing Adolescent Literacy (2010), showing this downward

trend was established during the middle grades and persists through high school. The authors stated, “The literacy of our 13- and 17-year-olds has remained stunningly stable over the last 37 years” (Carnegie Corporation of New York’s Council on Advancing Adolescent Literacy, 2010, p. 8), confirming findings similar to those reported by the 1985 NAEP Nation’s Report Card.

These reading trends also affect college- and career-readiness of graduating classes. The 2015 national ACT report, “The Condition of College & Career Readiness,” found of the 59% of graduating students who took the ACT test, “fully 31% of the ACT-tested graduating class are not meeting any of the Benchmarks [in English, reading, mathematics, and science], which will make it difficult for them in their post-high school experiences” (p. 2). Furthermore, only 46% of the tested students met the benchmark in reading. The report went on to state,

Our research ... found that the level of academic achievement that students attain by 8th grade has a larger impact on their college and career readiness by the time they graduate from high school than anything that happens academically in high school. (p. 9)

Literacy, in all its forms, is so fundamental that all other academic success is dependent upon it. A study by the ACT found that greater literacy skills in high school led to better achievement in math, science, and social studies. Additionally, a more advanced level of literacy correlated with greater college enrollment numbers and higher grades in all college courses (Wise, 2009).

A 2005 report from the RAND Corporation stated, “Overall, the data paint a sobering portrait of the literacy levels of U.S. adolescents” (pp. 2-3). Further, Baines

(2009) noted,

Less than one third of 13-year-olds read daily; the percentage of 17-year-olds who read nothing for pleasure has ballooned. In a span of 20 years, American students have transformed from being among the most to the least avid readers of literature in the world. (p. 686)

### **Motivation to Read**

The infrequency at which adolescents choose to read for their own purposes frames an additional important aspect of the adolescent literacy crisis. Motivation is critical to reading, as noted by Wigfield and McCann (1996): “Without motivation, even the brightest student may learn little in the classroom and will not become engaged in classroom activities” (p. 360). This statement is further supported by Guthrie and Davis (2003), who noted that if students are not motivated to read, they will not become involved; and there will be little, if any, engagement, which will only intensify reading problems and provide no success for students. The relationship between reading and a lack of motivation to read may include minimal or no enjoyment from reading, a history of frustration with reading, and selecting activities other than reading to occupy leisure time (Demos & Foshay, 2010).

Strommen and Mates (2004) surveyed 151 sixth and ninth graders to identify *readers*, “for whom reading extended texts is a significant, pleasurable, recreational activity and consistent part of daily life,” and *not-readers*, “who seldom or never choose to read for pleasure” (p. 189). To meet the criteria of reader, the student had to respond positively to several criteria. These criteria were that the student enjoyed reading a good book, reading was one of their favorite leisure activities, they had read 20 or more books

in the past three years, they had read several novels in the past year that were not school assigned, they preferred to read, they spent 30 minutes or more on a typical weekday reading, and their perfect day included a period of reading. Of the 151 students surveyed, only 12, or 8%, met the criteria to be identified as readers.

In 2007, St. John's University surveyed 127 random early adolescents, ages 11 to 14 (Creel, 2007). Survey participants stated they did not read because they had no time or were too busy; reading was boring or not fun; they were not interested in or did not like reading; or they preferred computers, games, TV, or movies (Creel, 2007). Of the participants, 13% reported reading only once a month, 5% reported reading once a school term, and 6% reported never reading (Creel, 2007). Similarly, Wigfield and Guthrie (1997) found students who were curious and involved, with a strong sense of self-efficacy, spent 140% more time reading and read 70% more widely than their less-motivated peers.

Stanovich (1986) associated achievement with student motivation to read on their own, describing the Matthew effect [rich-get-richer and poor-get-poorer patterns] in reading achievement, noting that as students view reading as less pleasurable, avoidance of reading increases "and the resultant lack of practice ... widens achievement deficits" (p. 394). This association becomes more problematic when considering that Baines (2009) indicated that adolescents are choosing to read for pleasure far less frequently than they did over 30 years ago. Furthermore, Clarke (2006) noted, "Reluctance to read is not uncommon among high school students. Many students view reading as a forced activity throughout middle school and close the book on reading before they enter high school" (p. 66). Other researchers have recorded similar observations (Gottfried, Fleming, &



Gottfried, 2001; Lepper, Corpus, & Iyengar, 2005). The issue of adolescent motivation to read is further complicated when it is considered that reading is not a universally admired activity and that readers are often perceived negatively (Manguel, 1996).

According to Eccles et al. (1983), students are motivated to read when they value reading and expect to succeed. If either component is lacking, student overall motivation to read will be greatly affected. The components will be examined in the following subsets.

**Value of reading.** It must be acknowledged that reading is an act driven by motivation and individual goals and values (Guthrie & Alvermann, 1999). One of the multiple factors motivating students to engage or not is the value students assign to reading as a task or an activity (Demos & Foshay, 2010; Durik, Vida, & Eccles, 2006; Eccles et al., 1983). The task value students assign to reading can be defined as the significance, practicality, and enjoyment an individual perceives a task to have; therefore, a student who understands the significance of engaging in an activity and enjoys doing so will be prone to take part in that activity.

Wilson and Kelley (2010) conducted a study using both components of the AMRP with sixth through eleventh graders. Students participating in the study readily identified themselves as avid readers, “one who chooses to read often, keeps at reading, and is intent on reading” (Wilson & Kelley, 2010, p. 101). The avid readers also recognized the importance of reading for vocabulary acquisition, learning, and their future; however, only one of the 10 students interviewed cited language arts as their favorite class, and three of the 10 cited it as their least favorite subject. Wilson and Kelley claimed, “Students in this study did not enjoy the material in Language Arts

classes because the material was unconnected to what they considered reading; it was not engaging or motivating” (p. 103).

Strommen and Mates (2004) found that the sixth and ninth graders in their study who qualified as readers discussed what they read with other interested readers. These habitual conversations took place between the reader and family members or close friends, and “were characterized by *Readers* as simply ‘what we do’” (Strommen & Mates, 2004, p. 193). All of the identified readers in the study placed value on reading, seeing reading as worthwhile because it was entertaining, diverting, enjoyable, and sociable, whereas not-readers saw reading only as a virtuous and admirable quality in others. The not-readers stated they enjoyed reading until they were between 9 and 11 years old, at which point they lost interest in their prior favorites and found no appealing replacements. Results of the study indicated that whether or not a student chose to read was based on attitude, with not-readers often stating they were too busy to read for pleasure while filling “leisure time with activities other than reading,” and readers reading for pleasure “nearly every day, no matter how busy they are” (Strommen & Mates, 2004, p. 198).

Guthrie, Hoa, Wigfield, Tonks, and Perencevich (2006) examined the link between situational interest and the development of intrinsic motivation to read and found that assigning value to reading can result in long-term motivation. Gambrell (2010) claimed that it is the information or experience that such readers hope to gain from reading that intrinsically motivates avid readers.

Students assign reading little value and display little motivation to complete a reading task when they do not identify the task with any real-world authenticity.

Students' perceived value of reading is affected by how they expect to use what they are reading. Cambria and Guthrie (2010) asserted students become dedicated readers due to a belief that reading is important. For secondary students, assigning value is central to their identity. Supporting this claim, dedicated students strongly agree that their performance is important because it will help accomplish a future goal. Although many adolescents do not engage in extended periods of independent reading, they will read if they view the material as relevant (Greenleaf & Hinchman, 2009; Padak & Potenza-Radis, 2010). Bozack (2011) stated that often students believe they can achieve academic success, such as passing a test, without completing the assigned reading and will substitute a video for a book when possible. Similarly, even avid readers will become disengaged if the content and reading are not seen to be significantly relevant (Wilson & Kelley, 2010).

**Self-concept as readers.** Academic self-concept refers to student knowledge of and perceptions about themselves in achievement situations (Wigfield & Karpathian, 1991). Self-efficacy is included in academic self-concept, and both are considered self-beliefs (Bong & Clark, 1999; Schunk, 1991). According to Gambrell (1996), students who see themselves as competent and successful readers will likely be more motivated to read and outperform students who do not possess the same beliefs about themselves. Previous research has consistently shown a correlation between student positive self-concept and motivation (Baker & Wigfield, 1999; Schunk, 1991; Wigfield & Guthrie, 1997). Furthermore, research also indicates that students who believe they are capable and competent readers are more likely to outperform those who do not hold such beliefs (Smith, Smith, Gilmore, & Jameson, 2012; Wigfield & Guthrie, 1997). Bandura (1986)

claimed the element of success is the greatest single predictor for engagement in school tasks. Guthrie (2008) asserted that student reading efficacy affects reading motivation and consequently reading engagement.

According to Cambria and Guthrie (2010), the relationship between self-belief and motivation is more closely linked than any other academic motivation. A student who is successful in a reading task will approach the next reading task with greater confidence. The student will persist in reading and become a dedicated reader. Conversely, students who struggle begin to doubt their abilities. Developing an expectation to do poorly, students often exaggerate their limitations and eventually stop trying completely. Students with this low level of self-belief enter into a downward spiral:

Retreating from all text interactions, they reduce their own opportunity to do what they want to do more than anything – to be a good reader. Their low confidence undermines them even further in a cycle of doubt and failure. By middle school, breaking this cycle is a formidable challenge. (Cambria & Guthrie, 2010, p. 17)

Additionally, dedicated readers have a great deal of self-discipline, seeing themselves as reliable and not easily discouraged. Low-achieving students, on the other hand, avoid work and believe they can succeed by just behaving, impressing the right people, demonstrating they like the teacher, being lucky, or getting other people to help them. The self-discipline demonstrated by dedicated readers is even stronger than IQ in predicting grades in reading and other subjects (Cambria & Guthrie, 2010).

Colvin and Schlosser's (1997) study of middle school student self-efficacy and reading behaviors indicated student self-beliefs regarding their abilities to achieve

success in reading tasks steadily declined as they aged. Students in the study were classified as either “efficacious” or “less efficacious” (Colvin & Schlosser, 1997, p. 274). The less efficacious group was characterized as resistant to reading and wanted to avoid being placed in situations that would reveal their lack of reading proficiency. Colvin and Schlosser also claimed that adolescence is an especially problematic time, as:

... adolescents are developing critical beliefs about themselves as learners at the same time they are constructing multiple dimensions of self, including their self-worth and importance as viewed through the lenses of others. Perhaps it is an artifact of development, but the merging of the personal and academic selves appears particularly critical for the middle school student, and may portend a student’s future academic success. (p. 274)

Likewise, Guthrie and Wigfield (2000) explained that as students progress into adolescence, their awareness of their own reading capabilities in comparison to their peers becomes more clear and accurate. If students do not believe they are as capable as their peers, their motivation to read may be adversely affected.

Pajares and Schunk (2001) suggested students with high levels of self-efficacy “participate more readily, work harder, persist longer when they encounter difficulties, and achieve at a higher level” (pp. 2-3). Similarly, Pintrich and DeGroot (1990) found that self-efficacy was positively related to student performance, and students with higher levels of self-efficacy were prone to persevere in completing difficult or uninteresting academic tasks. Additionally, research has found that fifth and sixth graders’ reading self-beliefs correlated positively with the amount and range of their leisure time reading (Baker & Wigfield, 1999; Schunk & Zimmerman, 1997; Wigfield & Guthrie, 1997).

Evidently, feeling competent in reading predicts the way students spend their free and academic times (Bandura, 1997).

In a longitudinal study of students from fourth through tenth grade, Durik et al. (2006) examined the role of self-concept and value on reading. When considering the role of tenth graders' self-concept of English, Durik et al. found it to predict time spent reading for leisure, participation in high school language arts courses, and career aspirations. These observed correlations are consistent with previous research which emphasized self-belief. Additionally, fourth-grade self-concept of reading predicted high school language arts courses. The data on value of reading and English predicted the amount of time students spent reading for leisure. Furthermore, tenth graders' value of English predicted the number of high school language arts courses the students chose to take (Durik et al., 2006).

Similarly, in a longitudinal study of students from first through 12<sup>th</sup> grade, Archambault et al. (2010) determined regardless of initial self-belief and task value of reading, all students evidenced some decline in their motivational beliefs for reading. Only some students exhibited significant increases in self-belief, all of which came after students had entered high school.

### **Motivation to Read and Achievement**

As previously shown, research findings have revealed that a correlation between reading motivation and achievement is present (Cambria & Guthrie, 2010; Durik et al., 2006; Gambrell, 1996; Stanovich, 1986). Eccles et al.'s (1983) work is further supported by Wigfield and Guthrie's (1997) study, proving students who value the task of reading achieve more than students who do not. Gottfried (1990) used standardized achievement

scores and report cards to find motivation for reading became related to reading achievement as early as age seven. Guthrie, Schafer, and Huang (2001) revealed students who were motivated to read, but whose parents had attained a lower level of education and income, had higher reading achievement than students with lower motivation to read and the same background characteristics. These results suggest the more motivated a student is to read, the higher their achievement will be in this area. Conversely, students with minimal motivation to read will attain lower levels of achievement.

As students progress through adolescence, reading achievement means more than just basic comprehension; it takes the form of deeply understanding texts. The aspiration to achieve this level of deep understanding was termed mastery goals by Linnenbrink and Pintrich (2002). Students who were mastery goal-oriented read conscientiously, sought deeper meanings in texts, and relished the challenge of complexity in books. Students who retreated from mastery goals were likely performance goal-oriented and saw learning as a way to achieve a desired outcome. These students' self-concept was determined by how well they performed in comparison to others. Unfortunately, their lack of mastery goal orientation may have later inhibited their achievement because they lacked the desire to persevere towards deep levels of understanding in texts (Linnenbrink & Pintrich, 2002).

Mucherah and Yoder (2008) emphasized that students who read poorly in adolescence were not likely to pass ubiquitous standardized exams. Their study examined 388 sixth and eighth graders from two public middle schools utilizing the Motivation for Reading Questionnaire (MRQ). The 53-item survey assessed 11 different aspects of student motivation for reading. These aspects were self-efficacy, reading

challenge, reading curiosity, aesthetic enjoyment of reading, importance of reading, reading work avoidance, competition in reading, recognition for reading, reading for grades, social reasons for reading, and reading to meet the expectations of others.

Achievement data were gathered using the Indiana Statewide Testing for Educational Progress (ISTEP+), a state-mandated test for assessing student academic achievement in third, fifth, sixth, eighth, and ninth grades. The ISTEP+ measures academic performance in both English/language arts and mathematics, is administered during the fall of each school year, and is based on what the student should have learned and retained from the previous school year. Mucherah and Yoder found all of the MRQ subscales except social reasons and reading work avoidance showed a significant correlation with the ISTEP+ score, with all subscales except reading work avoidance showing a positive correlation. Students with high self-efficacy in reading who enjoyed reading challenging material and a wide range of reading material performed better on the ISTEP+ test in reading.

In contrast, some studies have not found a positive correlation between motivational beliefs and standardized achievement. Baker and Wigfield (1999) found that clusters of students with different motivational profiles did not demonstrate a statistically significant relationship in their mean scores on standardized assessments. Similarly, Kurtz-Costes, Ehrlich, McCall, and Loridant (1995) found minimal evidence indicating self-concept impacted student reading comprehension on standardized assessments. Additionally, much of the research on the relationship between motivation to read and achievement has been based on populations restricted by gender, ethnicity, and country of origin or has been conducted on younger students (Baker & Wigfield, 1999; Bozack, 2011; Fives et al., 2014; Swalander & Taube, 2007).



### **College- and Career-Ready Standardized Assessments**

As aforementioned, as students progress through adolescence, reading achievement means more than just basic comprehension; it takes the form of deeply understanding texts. These demands result in an increasing percentage of students graduating without the necessary reading ability for college and/or career (ACT, 2015). College- and career-readiness became the standard for achievement with the passage of ESSA in 2015, which requires states to produce assessments to measure student academic achievement (U.S. Department of Education, 2017). In an effort to create the level of critical and thoughtful reading needed to be college- and career-ready, states and territories in the United States began adopting CCSS beginning in 2010. The primary objective of CCSS is that all students will graduate from high school able to succeed in college and career. The standards were developed as an outline of the learning goals a student should have mastery of by the end of each grade (Common Core State Standards Initiative, n.d.).

The standards for reading have required a shift in assessments, as they have moved beyond foundational reading comprehension skills and require students to “be able to comprehend texts of steadily increasing complexity as they progress through school” (Common Core State Standards, n.d., p. 2). CCSS are more complex than many previous state standards and require more rigorous skills. Studies indicate that the focus on rigorous skills in English language arts (ELA) increased. In eighth grade, this increase was by more than 20 percentage points, with 62% of the previous state standards focused on rigorous skills, in comparison to 84% of the new CCSS in reading focused on rigorous skills (Polikoff, Porter, & Smithson, 2011). Additionally, the tests increased cognitive

demand. An analysis of CCSS found approximately 40% of ELA content consisted of analyzing and evaluating, the highest two levels of cognitive demand; and 31% consisted of memorizing and performing procedures, which are the lowest two levels of cognitive demand. Previously, typical previous state standards had 24% of content at the top two levels and 38% at the bottom two levels of cognitive demand (Polikoff, 2014).

A shift, too, in assessments has occurred in proficiency level requirements. According to Polikoff (2014), standardized assessments now require higher proficiency levels, making the proficiency level cut scores more challenging than they were previously under No Child Left Behind (NCLB), and thus more students will fail on the standardized assessments aligned to CCSS than did under the prior assessments aligned to state standards. In many states that adopted CCSS-aligned assessments early, including North Carolina, proficiency rates decreased by 30% or more (Bonner, 2013).

Due to the rigor, complexity, and cognitive demand of CCSS aligned standardized assessments, longer periods of time are now needed to complete these assessments. Two state consortia developed to create assessments aligned to CCSS – the Smarter Balanced Assessment Consortium (SBAC) and the Partnership for Assessment of Readiness for College and Careers (PARCC) – estimate assessment time for all tested subjects would take between 7 and 10 hours, depending on the grade level (Polikoff, 2014). In 2014, the Indiana State Education Department announced the ISTEP+ would take 12 hours for students to complete (Ujifusa, 2015). These test lengths raise concerns regarding student reading stamina, concerns that become all the more poignant when reconsidering Baines's (2009) words:

Less than one third of 13-year-olds read daily; the percentage of 17-year-olds who

read nothing for pleasure has ballooned. In a span of 20 years, American students have transformed from being among the most to the least avid readers of literature in the world. (p. 686)

### **Summary**

This literature review has examined previous research on the motivation variables of student self-concept as a reader, student value of reading, and student achievement as well as shifts in standardized assessments brought about in response to implementation of CCSS. Much of the previous research on the relationship between motivation to read and achievement has been based on populations restricted by gender, ethnicity, and country of origin or has been conducted on younger students (Baker & Wigfield, 1999; Bozack, 2011; Fives et al., 2014; Swalander & Taube, 2007); however, there is a growing body of literature regarding these variables with concern to adolescents. Motivation to read has the power to affect long-term decisions, particularly course selection and career decisions that have lasting results. With the national debate largely being centered on whether or not students are college- and career-ready with regard to reading, much less emphasis has been given to how student attitudes affect their college- and career-ready status.

### Chapter 3: Methodology

The purpose of this study was to investigate the relationship between a student's motivation to read and achievement in the new skills and strategies now required of students to become college- and career-ready. Since adolescents tend to read less frequently as they enter the teen years and often have negative attitudes toward reading and the amount of reading is strongly related to reading comprehension, consideration of student motivation to read is important (Pitcher et al., 2007).

This methods chapter is divided into the following sections: context, instruments, procedures, and data analysis. The research questions that guided the study were

1. How can the value eighth-grade students place on reading be described?
2. How can eighth-grade students' self-concept as readers be described?
3. Based on value of reading and self-concept as readers, how can the motivation of eighth graders to read be described?
4. Does motivation to read correlate with students' college- and career-ready achievement status?

Descriptive research with a correlational research design was used for this quantitative study. Correlational research endeavors to determine to what degree a relationship exists between two or more variables (Gay & Airasian, 2000). The researcher investigated the relationship between student motivation to read and achievement as well as descriptive statistics focusing on motivation to read and the two subscales of value of reading and self-concept as a reader.

#### Context

**Setting.** The setting was Middle School #55, one of two middle schools in the

Greenlee County Public Schools district (names used are pseudonyms). Middle School #55 is a public school serving Grades 6-8, in the western region of North Carolina.

North Carolina READY End-of-Grade Assessments were first administered in 2013. In that year, students were designated as being within one of four achievement levels, with a three or four indicating proficiency. Achievement levels meeting proficiency were considered to indicate the students achieved mastery sufficient to be on target for a college and career path (North Carolina Department of Public Instruction, 2013). In the 2012-2013 school year, Middle School #55 was a junior high school, serving Grades 7-9. Of the seventh and eighth graders, 45.9% were deemed to be at or above grade level, based on the results of their North Carolina End-of-Grade Assessment English Language Arts/Reading, two percentage points higher than the state average of 43.9%. Only 38.4% of eighth-grade students were considered at or above grade level, 2.6 percentage points lower than the state average (North Carolina Public Schools, 2013).

In 2013-2014, the junior high school transitioned to a middle school, serving Grades 6-8. During this school year, NCDPI instituted five achievement levels (see Appendix A for detailed achievement level descriptors), with a score of three through five deemed at or above grade level, or grade-level proficient, and only levels four and five deemed college- and career-ready (North Carolina Department of Public Instruction, 2014c). Student achievement levels in reading at Middle School #55 reflected 49.1% were college- and career-ready, which was significantly higher than the state average of 44.7%. Students at Middle School #55 with scores indicating they were at or above grade level totaled 59.9%, more than three percentage points higher than the state average of 56.3%. Of the eighth-grade students at Middle School #55, 44.9% achieved college-

and career-ready status, more than two percentage points higher than the state average of 42.3%. Eighth graders at Middle School #55 considered grade-level proficient totaled 57.3%, more than three percentage points higher than the state average of 54.2% (North Carolina Department of Public Instruction, 2014b).

In 2015, 43.1% of students at Middle School #55 achieved college- and career-ready status, two percentage points lower than the state average of 45.1%. Students achieving grade-level proficiency reached 59.9%, more than three percentage points higher than the state average of 56.3%. Of the eighth-grade students at Middle School #55, 40.4% received the college- and career-ready designation, 1.2 percentage points lower than the state average of 41.6%. Eighth graders at Middle School #55 receiving grade-level proficient designation totaled 53.4%, the same as the state average (North Carolina Department of Public Instruction, 2015b).

**Participants.** There were 242 students in the eighth grade at Middle School #55: 133 males and 109 females. The ethnic diversity of the eighth grade included 78.5% Caucasian, 14.5% Hispanic/Latino of any race, .03% Multiethnic, .02% African-American, and .02% Asian. These 242 eighth-grade students from Middle School #55 were asked to participate in this study. Permission was secured from 60 students and their parents with consent to participate.

### **Instruments**

The data collection instruments included the AMRP survey (Pitcher et al., 2007) and the NC READY ELA/R 8 achievement test.

**Reading motivation survey.** All eighth-grade participants completed the AMRP (Pitcher et al., 2007). Adapted from Gambrell, Palmer, Codling, and Mazonni's (1996)

Motivation to Read Profile (MRP), the AMRP provides a motivational score for students based on their self-concept as a reader and their value placed on reading (Pitcher et al., 2007). The MRP was validated via field-testing using construct validity, factor analyses, reliability of subscales, and pre and posttest reliability (Gambrell et al., 1996). The AMRP is a revision of the MRP “to provide a flexible instrument for secondary teachers to better understand their students’ motivations to read” (Pitcher et al., 2007, p. 379). Items for the AMRP were revised using recommendations from adolescent research, the authors’ experience working with teens, and language better suited to adolescents. For example,

‘When I grow up’ was changed to ‘As an adult’; ‘When I am in a group talking about stories’ was changed to ‘When I am in a group talking about what we are reading’; and ‘I would like for my teacher to read books out loud in my class’ was changed to ‘I would like my teachers to read out loud in my classes.’ (Pitcher et al., 2007, p. 390)

The AMRP consists of two basic instruments: The Reading Survey and the Conversational Interview. The Reading Survey, which is a self-report, group-administered instrument, was used for this study (see Appendix B for survey). The Reading Survey consists of 20 items using a 4-point Likert-type scale, with one point awarded for the least positive responses and four points awarded for the most positive responses, with 10 items assessing self-concept as a reader and 10 items assessing value of reading (Pitcher et al., 2007).

After the AMRP was developed, 11 researchers field-tested the instrument at eight sites in a variety of geographic locations in the United States and Trinidad to assess

student motivation to read. The Reading Survey was administered to 384 adolescents. Approximately 37% identified as Caucasian, 30% were Afro/Indo-Trini (from Trinidad and Tobago), 22% identified themselves as African-American, 10% were classified as “other,” and 1% of the respondents did not specify an ethnicity. Some students later identified as Hispanic. Students in Grades 6-8 comprised 43.8% of the sample, with 54% of the total participants being female and 46% being male. The field test identified a limitation in that students often define reading as a school-based activity. Because of this construct, students may not have been including nonacademic reading, which affected their responses, as they would not recognize out-of-school reading as valid (Pitcher et al., 2007). Beyond the field test, the AMRP was validated using three factor analyses to assure reliability and validity (Gavigan, 2010).

The measures of the AMRP support the underlying theoretical framework of this study. Goal theory, which focuses on the factors to which students perceive their achievement can be attributed, aligned with the survey’s measure of student perceptions of their value of reading (Anderman & Midgely, 1997). Goal theory is subdivided into task and ability goals. Since a task goal-oriented student believes that achievement is for personal improvement and understanding, students who place a high value on reading are likely task goal oriented.

Similarly, students who perceive themselves as placing a high value on reading are also likely mastery goal oriented. An additional subdivision of goal theory, mastery goal orientation recognizes effort toward accomplishing a task and the outcome of that task as interconnected; therefore, students who are mastery goal oriented would recognize themselves as being in control of their education and are concerned with their own



learning (Ames, 1992).

Conversely, students who are performance goal oriented would likely not place a high value on reading. A performance goal-oriented student sees learning as a way to achieve a desired outcome; and if they do not reach their goal of being better than those who also attempted to complete a task, they may not work hard again and their self-concept may be damaged (Linnenbrink & Pintrich, 2002).

The AMRP, in measuring student self-concept as readers, aligns with academic self-concept theory. Academic self-concept refers to student knowledge of and perceptions about themselves in achievement situations (Wigfield & Karpathian, 1991); therefore, student convictions about themselves play a definitive role in further growth and development since people are inclined to engage in tasks they feel competent in and confident at and avoid those in which they do not (Bandura, 1997; Pajares & Schunk, 2001).

Both value of reading and self-concept as readers impact student motivation to read, connecting the theory of engaged reading to this study and the final construct of the AMRP. Motivation to read is a prime component of engaged reading, defining engaged readers as readers who are motivated to read (Gambrell & Morrow, 1996; Guthrie & Anderson, 1999; Guthrie & Wigfield, 2000). Furthermore, the engaged reading theory hypothesizes that reading achievement should be predicted by engaged reading (Guthrie & Wigfield, 1997).

**NC READY ELA/R 8.** For the 2012-2013 school year, the North Carolina State Board of Education (NCSBE) implemented the READY Accountability Model, transitioning to new assessments aligned to CCSS. In 2013-2014, NCDPI instituted five

achievement levels (see Appendix A for detailed achievement level descriptors), with a score of three through five deemed at or above grade level, or grade-level proficient, and only levels four and five deemed college- and career-ready (North Carolina Department of Public Instruction, 2014c).

NCDPI uses Cronbach's alpha to estimate reliability on end-of-grade assessments, which measures the interrelatedness of test items without the items becoming redundant. A maximum alpha value of 0.90 has been recommended (Streiner, 2003). The NC READY ELA/R 8 has a Chronbach's alpha of .88 (North Carolina Department of Public Instruction, 2014d). North Carolina also employs content and concurrent validity by aligning test items to CCSS, contracting independent alignment studies of assessments, and correlating student performance on assessments with other measures (North Carolina Department of Public Instruction, 2014a).

The NC READY ELA/R 8 consists of 56 four-response option, multiple-choice items and is one measure of student achievement. The student report after completion provides a scale score, percentile ranking among other eighth graders across North Carolina, achievement level, and Lexile reading score. The test is broken into subtests or strands covering the areas of Reading for Literature, Reading for Information, and Language. Reading for Literature accounts for 31-35% of the test; Reading for Information accounts for 42-46%; and Language accounts for 20-24% (North Carolina Department of Public Instruction, 2015c).

## **Procedures**

Permission was requested from both the principal of Middle School #55 and the superintendent of Greenlee County Public Schools. As recommended by Creswell

(2012), formal permission was requested via letters. An informed consent form (Appendix C) explaining the purpose and procedure of the study was sent to the caretakers of all eighth-grade students. The informed consent form requested permission for their student(s) to participate in the study and also explained that student confidentiality would be maintained. Each participant's state-generated student identification number identified each student. A key of the students and their numbers was kept by the researcher until all data were collected.

The two eighth grade social studies teachers administered the AMRP to students electronically, using a Google Form during their social studies classes. Administrators read the original directions (Appendix D) developed by Gambrell et al. (1996), and students took approximately 10 minutes to complete the survey. Directions were adapted only to conform to the electronic delivery of the survey, removing directions such as "Distribute copies of the ... survey;" and the first sample item was removed as only eighth-grade students were participating and there was therefore no need for students to indicate their grade level. Students received an explanation regarding the purpose of the study, were assured there were no "right" answers, and were asked to respond to each question honestly. The results of the survey were automatically entered into a Google Spreadsheet from the form submissions.

Data from the NC READY ELA/R 8 was provided to the researcher by the principal after test administration was completed and results were received.

### **Data Analysis**

Frequency distribution for value of reading, reading self-concept, and motivation to read was calculated. Descriptive statistics for measures of central tendency (median

and mode) for value of reading, reading self-concept, and motivation to read were also calculated. Pearson's correlation, simple linear regression, standard multiple regression, ordinal logistic regression, and binomial logistic regression were conducted to test for a relationship between the motivation to read score, as well as its individual subscales, and the NC READY ELA/R 8 scale scores. These same tests were also used to test for a relationship between the motivation to read score, as well as its individual subscales, and achievement levels.

## **Chapter 4: Results**

The purpose of this study was to gain a deeper understanding of the relationships that exist between student motivation to read, determined by their value of reading and self-concept as readers, and achievement in the new skills and strategies now required of students to become college- and career-ready. Literacy demands on students have continually increased (Achieve, 2013); therefore, it is more important than ever for students to read on a proficient level, affording them the advanced levels of literacy which will be necessary to be successful in their academic, personal, and professional lives as adults.

Consideration of motivation to read is especially relevant to the purpose of this study, as adolescents tend to read less frequently as they enter the teen years. Additionally, adolescents often have negative attitudes toward reading (Iyengar & Ball, 2007; Pitcher et al., 2007). These conditions impact the amount of time spent reading and could, thereby, negatively impact reading comprehension.

The research was conducted at Middle School #55, a public school serving Grades 6-8 in the western region of North Carolina. When the North Carolina READY End-of-Grade Assessments were first administered in 2013, 38.4% of eighth-grade students attending Middle School #55 were considered at or above grade level, based on the results of their North Carolina End-of-Grade Assessment English Language Arts/Reading, which was lower than the state average of 41%. At that time, students were designated as being within one of four achievement levels, with a three or four indicating grade-level proficiency. Achievement levels meeting proficiency were considered to indicate the students achieved mastery sufficient to be on target for a

college and career path (North Carolina Department of Public Instruction, 2013).

During the 2013-2014 school year, NCDPI instituted five achievement levels (see Appendix A for detailed achievement level descriptors), with a score of three through five deemed at or above grade level, or grade-level proficient, and only levels four and five deemed college- and career-ready (North Carolina Department of Public Instruction, 2014c). In 2014, 44.9% of eighth graders at Middle School #55 achieved college- and career-ready status, and 57.3% were considered grade-level proficient, both of which were higher than the state averages of 42.3% and 54.2% respectively (North Carolina Department of Public Instruction, 2014b).

In 2015, 40.4% of eighth graders at Middle School #55 received the college- and career-ready designation, which was just slightly lower than the state average of 41.6%, and 53.4% received a grade-level proficient designation, which was the same as the state average (North Carolina Department of Public Instruction, 2015b). As demonstrated above and in Table 1, the percentage of eighth graders receiving the college- and career-ready achievement status at the school and at the state levels varied by four percentage points or less for the academic years ending 2013-2015.

Table 1

*Percentages of Eighth-Grade Students at Middle School #55 Achieving Proficiency and College- and Career-Ready Status on NC READY ELA/R 8 at School and State Levels, 2013-2015.*

	Academic Year		
	2012-2013	2013-2014	2014-2015
<u>Grade-level proficient</u>			
School level	38.4%	57.3%	53.4%
State level	41.0%	54.2%	53.4%
<u>College- and career-ready</u>			
School level	N/A	44.9%	40.4%
State level	N/A	42.3%	41.6%

Of the 242 students in the eighth grade at Middle School #55, 60 (N = 60) students consented to participate in the study: 31 males and 29 females. The ethnic diversity of the eighth-grade participants included 80% Caucasian, 12% Hispanic, 5% Multiethnic, and 3% Asian. The gender and ethnic diversity of the participants in this study is similar to the gender and ethnic diversity of the eighth grade when the study was conducted, as demonstrated in Table 2. The exception to this statistic was increased numbers of Multi-ethnic and Asian student participants, in comparison to the ethnic makeup of the eighth grade at Middle School #55. Additionally, there was a slightly higher percentage of male participants when compared to the gender composition of the eighth grade at Middle School #55.

Table 2

*Gender and Ethnicity Percentages of Participants and Total Eighth-Grade Population at Middle School #55*

	Participants ( $n = 60$ )	Eighth-grade population ( $n = 242$ )
<u>Gender</u>		
Male	52%	55%
Female	48%	45%
<u>Ethnicity</u>		
Caucasian	80%	78.5%
Hispanic	12%	14.5%
Multi-ethnic	5%	0.03%
African-American	N/A	0.02%
Asian	2%	0.02%

Data were collected from two instruments: the AMRP survey and the NC READY ELA/R 8 achievement test.

The AMRP survey is a self-reported, group-administered instrument, which evaluates a student's self-concept as a reader and the value they place on the task of reading. The AMRP provides a motivational score for students based on these two subscales. The Reading Survey consists of 20 items using a 4-point Likert-type scale, with one point awarded for the least positive responses and four points awarded for the most positive responses. All of the response choices are unique to each of the questions. The survey presents 10 items that assess the student's self-concept as a reader and can total a maximum score of 40 points. An example item, along with its corresponding points is

3. I read \_\_\_\_\_.
- ☐ not as well as my friends [1]
- ☐ about the same as my friends [2]



- ☐ a little better than my friends [3]
- ☐ a lot better than my friends [4]. (Pitcher et al., 2007, p. 381)

An additional 10 items assess the student's value of reading. An example item is

16. As an adult, I will spend \_\_\_\_\_.

- ☐ none of my time reading [1]
- ☐ very little time reading [2]
- ☐ some of my time reading [3]
- ☐ a lot of my time reading [4]. (Pitcher et al., 2007, p. 382)

The response choices for each question are unique to that item. The self-concept items and value of reading items each have a possible score of four points, thus each scale can total a maximum of 40 points. When the scales are combined to measure the motivational score of the participants, the maximum total score is 80 points.

The North Carolina READY End-of-Grade Assessments were developed by NCDPI with the purpose of measuring the achievement of North Carolina students and thus include a variety of strategies to accomplish this purpose (North Carolina Department of Public Instruction, n.d.b). Throughout the assessment development process, the focus was on aligning the assessment items to the content standards implemented when NCSBE adopted CCSS in mathematics and English language arts/reading. These standards were adopted with the purpose of preparing students to be college- and career-ready upon completing their K-12 education (North Carolina Department of Public Instruction, 2014e). According to Smithson (2015) the assessments are well-aligned when measured for topic coverage and performance expectations. Topic coverage includes a consideration of which topics in the assessment

are also in the standards, which topics in the assessment are not in the standards, which topics in the standards are in the assessments, and which topics in the standards are not in the assessment. Performance expectations are explained as what students should know and be able to do and how these align with assessments and curriculum (Smithson, 2015).

The NC READY ELA/R 8 consists of 56 four-response option, multiple-choice items designed to measure student achievement. All multiple-choice questions include four options. The estimated time allotted to administer the assessment is 180 minutes, with a maximum time allowed of 240 minutes, except in the case of students with documented accommodations required for special needs such as scheduled extended time. The assessment covers three substrands of Reading for Literature, Reading for Information, and Language. As seen in Table 3, Reading for Literature accounts for 31-35% of the test, with Reading for Information accounting for 42-46%, and Language accounting for 20-24% (North Carolina Department of Public Instruction, 2015c). Each NC READY question represents one of these substrands.

Table 3

*Item (Question) Distribution for Each Area Addressed by the NC READY ELA/R 8*

	Reading for Literature	Reading for Information	Language
Percentage of items	31-35%	42-46%	20-24%
Number of items	17-20	24-26	11-13

Each North Carolina READY End-of-Grade Assessment English Language Arts/Reading is comprised of grade-level passages students are required to read and then answer corresponding questions. For example, one eighth-grade release item excerpt, titled “In the Old Valley” by Lucy Maud Montgomery, provides a passage for students to read. Following the story are seven questions related to the passage for students to

answer. Four of the questions and their corresponding answer choices are as follows:

1. Which detail from the selection supports the development of the central idea?
  - A. “It had been by these firs he had halted twenty years ago, turning for one last glance at the valley below, the home valley which he had never seen since.”
  - B. “He remembered that when a boy, he had thought there was nothing more beautiful than the evening sunshine falling athwart the dark green fir boughs on the hills.”
  - C. “Yonder below him was home—the old house that had sheltered him, the graves of his kin, the wide fields where his boyhood dreams had been dreamed.”
  - D. “He understood that he could not bring back to the old valley what he had taken from it.”
2. Which statement summarizes the selection?
  - A. The trees that were once only saplings are now full-grown and withered.
  - B. The speaker misses his previous home, but realizes it would not be the same if he returned there after many years.
  - C. The speaker remembers more of his previous home than he has forgotten.
  - D. The thrill of the marketplace no longer satisfies the speaker.
3. According to the selection, what did the man seek from the valley?
  - A. the feeling of hope and purpose
  - B. the ability to observe nature
  - C. the chance to see his family and friends

- D. the desire to borrow money
5. ... what is conveyed by comparing the sound of the wind to a murmur?
- A. The wind is rolling.
- B. The wind is frightening.
- C. The wind is gentle.
- D. The wind is powerful. (North Carolina Department of Public Instruction, 2015a, pp. 4-6)

The North Carolina READY End-of-Grade Assessment English Language Arts/Reading is available in both online and paper/pencil format. Each Local Education Agency (LEA) makes the decision in which form the end-of-grade tests will be administered. The participants in this study completed in the assessment in an online version.

Based on performance, students are designated at one of five achievement levels and receive a scale score and Lexile measurement (see Appendix A for detailed achievement level descriptors). Of these five achievement levels, only a score of three through five is deemed at or above grade level, or grade-level proficient. Students achieving levels four and five are deemed career- and college-ready. According to NCDPI, Achievement Level 1 indicates a student performing at this level has limited command of the necessary knowledge and skills outlined by CCSS for their grade level. Lacking knowledge and skills, these students will need academic support to successfully perform in reading literature and informational texts and will rarely employ vocabulary appropriate for their grade level. Students at this level will struggle with even basic skills of citing text evidence and making inferences. Achievement Level 2 indicates a student

performing at this level has partial command of the necessary knowledge and skills for their grade level. Like their Level 1 counterparts, these students will experience difficulties with even basic skills of citing text evidence and making inferences and likely will need academic support to successfully perform in reading literature and informational texts. Vocabulary appropriate for their grade level will be used inconsistently. Achievement Level 3 indicates a student performing at this level has sufficient command of grade-level skills and knowledge and are prepared for ninth grade, but they will need additional academic support to attain college- and career- readiness. Students receiving an Achievement Level 4 designation have a solid command of the necessary knowledge and skills appropriate for their grade level, are consistent in employing these skills and vocabulary consistently, and are academically prepared to be successful in reading literature and informational texts. Achievement Level 5 designates students as having a superior command of the knowledge and skills appropriate for their grade level and being exemplary in the application of these skills in literature, informational texts, and vocabulary (North Carolina Department of Public Instruction, 2014c). Scale scores for eighth graders range from less than 448 to greater than 473, and scale scores correspond to the aforementioned achievement levels, as seen in Table 4 (North Carolina Department of Public Instruction, 2014c). The student's Lexile measurement also corresponds to the student's proficiency in reading, as measured by NC READY. Thus, the higher a student is ranked in achievement, the higher their Lexile number will be. As is also demonstrated in Table 4, a student considered to have only limited command of the necessary knowledge and skills for the next grade level may receive a Lexile measurement of 955 or below, whereas a student with superior command

who is considered college- and career-ready may receive a Lexile measure of 1525 or above (North Carolina Department of Public Instruction, n.d.a).

Table 4

*NC READY ELA/R 8 Achievement Level Ranges for Scale Scores and Lexile Measurements*

	Achievement Levels				
	Level 1	Level 2	Level 3	Level 4	Level 5
Scale scores	$\leq 448$	449-457	458-461	462-472	$\geq 473$
Lexile measurement	955L and below	960L to 1165L	1170L to 1260L	1265L to 1520L	1525L and above

## Findings and Discussion

The research questions guiding the study were

1. How can the value eighth-grade students place on reading be described?
2. How can eighth-grade students' self-concept as readers be described?
3. Based on value of reading and self-concept as readers, how can the motivation of eighth graders to read be described?
4. Does motivation to read correlate with students' college- and career-ready achievement status?

**Value of reading.** To address the first research question, the frequency distribution, measures of central tendency, and measures of variation were calculated for the value of reading score as well as the individual items that are used to compute the value of reading score.

A review of the survey responses for all 10 questions on the value of reading subscale demonstrates most of the item scores fall in the middle range (Table 5), receiving almost twice as many responses as the least agreeable and most agreeable

answer choices. For example, Question 2 stated,

2. Reading a book is something I like to do.

- ☐ never [1]
- ☐ not very often [2]
- ☐ sometimes [3]
- ☐ often [4] (Pitcher et al., 2007).

A total of 44 students chose either *not very often* (a value of 2) or *sometimes* (a value of 3), whereas only 16 students chose *never* (a value of 1) or *often* (a value of 4). Of the total responses for this subscale, 405 student responses were coded with a value of either 2 or 3.

Table 5

*Value of Reading: Response Frequencies (N = 60)*

Value of Response	Questions									
	2	4	6	8	10	12	14	16	18	20
1 least agreeable	8	17	17	10	14	0	10	4	8	8
2	16	29	26	10	25	1	30	23	28	16
3	28	11	13	32	10	26	13	26	17	25
4 most agreeable	8	3	4	8	11	33	7	7	7	11

When the total value of student responses to the value of reading subscale was dichotomized by recoding the less agreeable responses to “0” (negative) and the more agreeable responses to “1” (positive), responses were equally distributed, with 300 responses coded as negative and 300 responses coded as positive.

Overall, the range of value of reading total scores is 26 points, spanning from 12.00 to 38.00, with 75% of scores falling between the much smaller range of 22.00 to 28.75 (IQR = 6.75). Most of the scores fall in a narrow range as indicated by the small interquartile range, but the larger standard deviation (5.88) suggests the more extreme

scores are more spread out than the majority of scores. As seen in Table 6, most of the item scores fall in the middle range (mean, median, and mode scores of 2 to 3 of a possible range of 1 to 4) and have a similar degree of variability (standard deviations mostly range between .79 and 1.03). The only exception is item 12:

Knowing how to read well is \_\_\_\_\_.

- ☐ not very important [1]
- ☐ sort of important [2]
- ☐ important [3]
- ☐ very important [4] (Pitcher et al., 2007).

Of the participants in this study, 55% rated it as *very important*, the highest possible rating, and had less variability than was present in the other items (SD = .54).

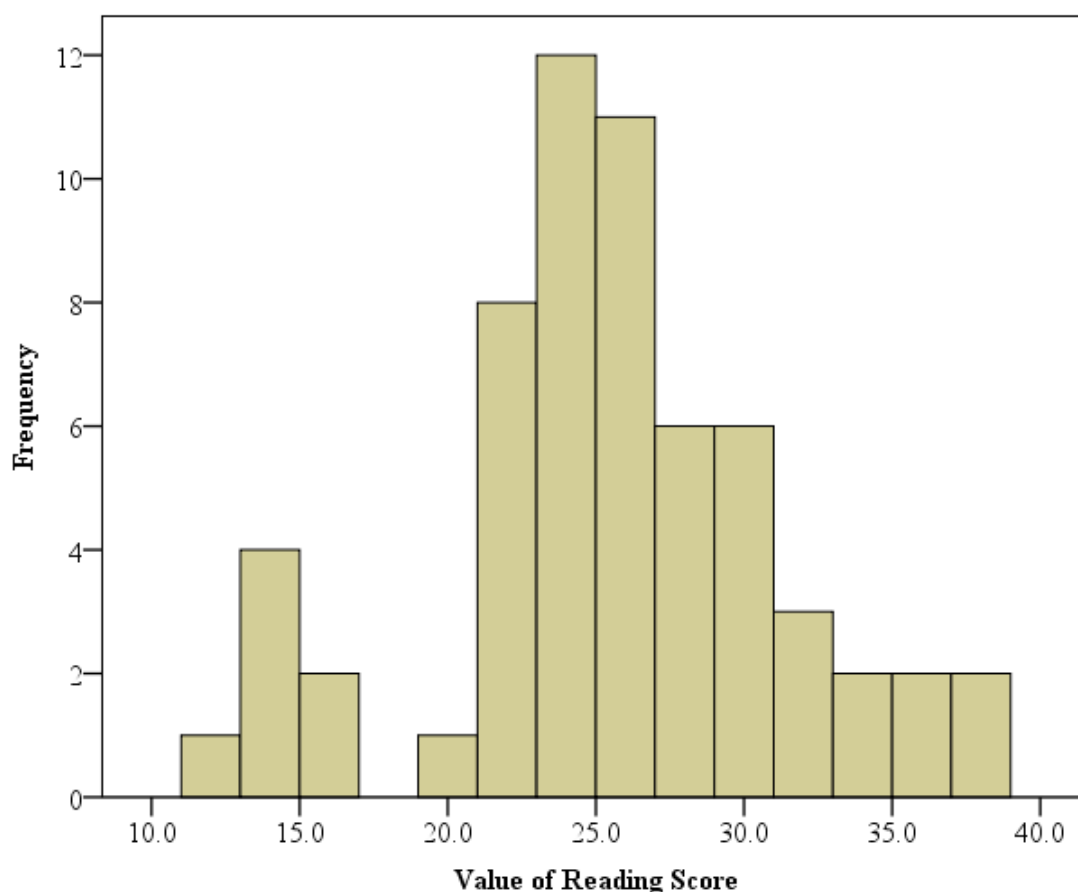
Table 6

*Measures of Central Tendency and Variability for Value of Reading Items*

Item Number	Mean	Median	Mode	Standard Deviation	Interquartile Range
2	2.60	3	3	0.89	1
4	2.00	2	2	0.82	1
6	2.07	2	2	0.88	2
8	2.63	3	3	0.92	1
10	2.30	2	2	1.03	1
12	3.53	4	4	0.54	1
14	2.28	2	2	0.89	1
16	2.60	3	3	0.79	1
18	2.38	2	2	0.87	1
20	2.65	3	3	0.94	1



As seen in Figure 1, when the total scores for value of reading are considered, the distribution is not normally distributed, with a gap in the distribution between scores of 15 and 20. The distribution would likely be normal if the gap was not present, as the mean (25.05), median (25.00), and mode (23.00) are all very similar, suggesting no skew in the distribution.



*Figure 1.* Histogram of Value of Reading Scores.

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**Self-concept as readers.** To address the second research question that focused on how students' self-concept as readers could be described, the frequency distribution, measures of central tendency, and measures of variation were calculated for the self-concept as reader score as well as the individual items that measure self-concept as a

reader.

A review of the survey responses for all 10 questions on the self-concept as readers subscale demonstrates most of the item responses were weighted to the high end of the scale (Table 7). For example, Question 11 stated,

11. I worry about what other kids think about my reading \_\_\_\_\_.

- ☐ every day [1]
- ☐ almost every day [2]
- ☐ once in a while [3]
- ☐ never [4] (Pitcher et al., 2007).

A total of 51 students chose either *once in a while* (a value of 3) or *never* (a value of 4), whereas only nine students chose *every day* (a value of 1) or *almost every day* (a value of 2). Of the total responses for this subscale, 436 student responses were coded with a value of either 3 or 4.

Table 7

*Self-Concept as Readers: Response Frequencies (N = 60)*

Value of Response	Questions									
	1	3	5	7	9	11	13	15	17	19
1 least agreeable	0	7	0	1	0	1	1	0	14	6
2	34	18	2	1	20	8	11	11	30	27
3	15	28	37	20	32	23	35	20	14	24
4 most agreeable	11	7	21	38	8	28	13	29	2	3

When the total value of student responses to the self-concept as readers subscale was dichotomized by recoding the less agreeable responses to “0” (negative) and the more agreeable responses to “1” (positive), responses were demonstrably weighted to the positive, with 73% of responses coded as positive and 27% of responses coded as negative.

Overall, the range of self-concept as reader scores is 16 points, spanning from 21.00 to 37.00, with 75% of scores falling between the much smaller range of 26.00 to 31.00 (IQR = 5.00). Most of the scores fall in a narrow range as indicated by the small interquartile range and standard deviation (3.57). As seen in Table 8, item scores tend to be greater than seen for value of reading. The measures of central tendency tend to be clustered around 3, and scores of 4 are quite common (three of the items have modes of 4), and variability is small (standard deviations mostly range between .54 and .85, and interquartile ranges of 0 to 1). Three items, as follows, tended to have lower scores (clustering around 2 instead of 3) than the other seven items regarding self-concept as readers:

1. My friends think I am \_\_\_\_\_.
  - ☐ very good reader [4]
  - ☐ a good reader [3]
  - ☐ an OK reader [2]
  - ☐ a poor reader [1]
17. When I am in a group talking about what we are reading, I \_\_\_\_\_.
  - ☐ almost never talk about my ideas [1]
  - ☐ sometimes talk about my ideas [2]
  - ☐ almost always talk about my ideas [3]
  - ☐ always talk about my ideas [4]
19. When I read out loud I am a \_\_\_\_\_.
  - ☐ poor reader [1]
  - ☐ OK reader [2]

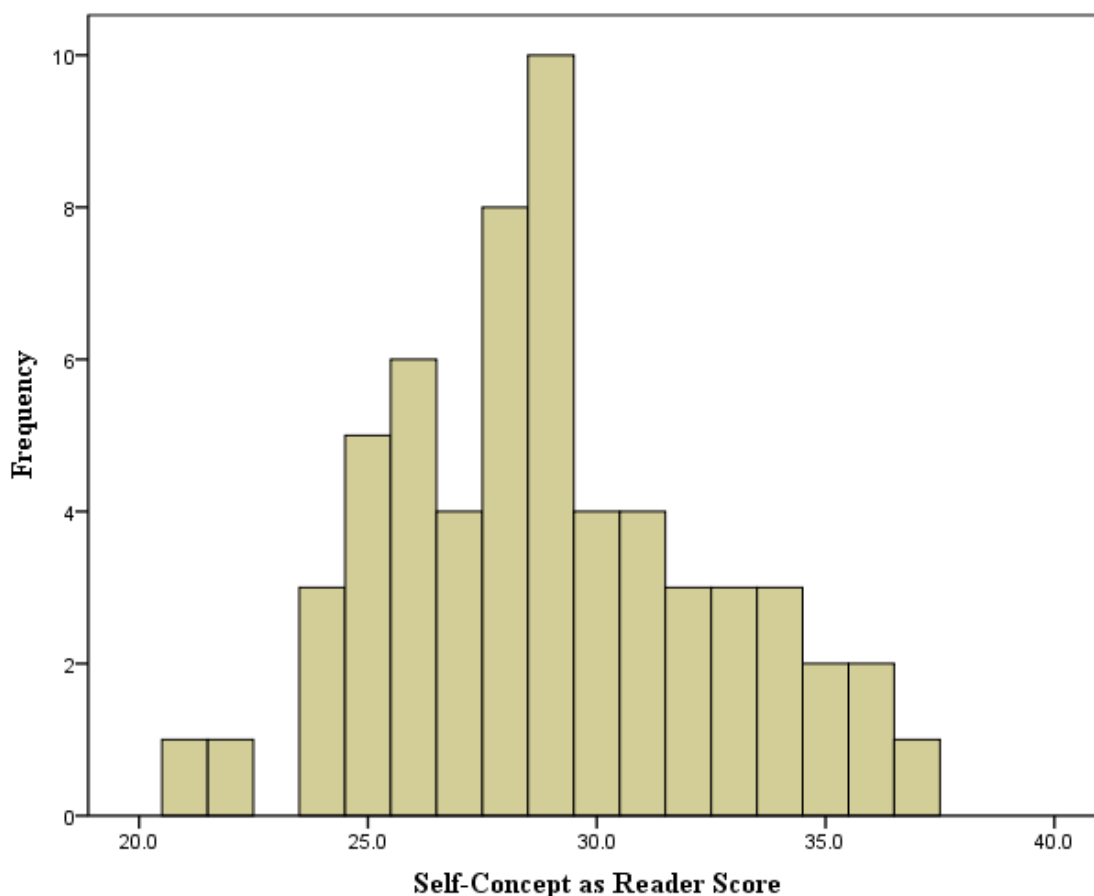
- ☐ good reader [3]
- ☐ very good reader [4] (Pitcher et al., 2007).

Table 8

*Measures of Central Tendency and Variability for Self-Concept as Reader Items*

Item Number	Mean	Median	Mode	Standard Deviation	Interquartile Range
1	2.62	2	2	0.78	1
3	2.58	3	3	0.85	1
5	3.32	3	3	0.54	1
7	3.58	4	4	0.62	1
9	2.80	3	3	0.66	1
11	3.30	3	4	0.77	1
13	3.00	3	3	0.69	0
15	3.30	3	4	0.77	1
17	2.07	2	2	0.78	1
19	2.40	2	2	0.74	1

The frequency distribution and measures of central tendency and variation were calculated for the self-concept as readers score as well as the individual items that are used to compute the self-concept of readers score. As seen in Figure 2, the distribution appears normally distributed. The mean (28.97), median (29.00), and mode (29.00) are almost exactly the same, indicating no deviation from normality.



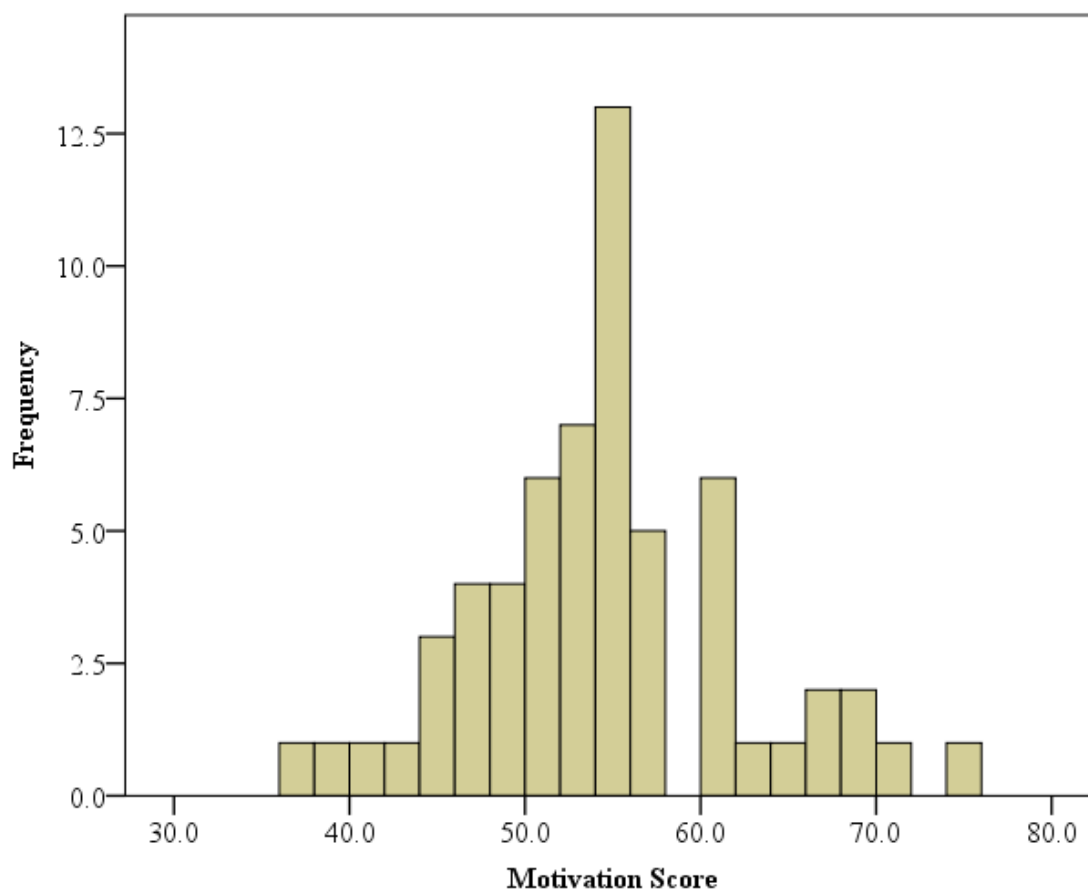
*Figure 2.* Histogram of Self-Concept as Reader Scores.

**Motivation to read.** To address the third research question, “Based on value of reading and self-concept as reader, how can the motivation of eighth graders to read be described,” the frequency distribution, measures of central tendency, and measures of variation were conducted for the overall motivation to read score and compared with the value of reading and self-concept as reader distributions.

When the total value of student motivation to read scores is dichotomized with total scores less than or equal to 50 being considered negative, or not being motivated to read, and the scores greater than 50 being considered positive, or motivated to read, responses were demonstrably weighted to the positive, with 70% of total scores coded as

positive and 30% of total scores coded as negative; however, a review of the total scores coded as positive also suggests that students were only slightly motivated to read, as the mean (57.6), median (55), and mode (55) for these responses is only slightly above the cut score.

As seen in Figure 3, the distribution is not normal, with a gap in the distribution just under 60 and fewer scores in the positive tail of the distribution as compared to the negative tail. The deviation from normality, however, is not extreme, as the mean (54.02), median (54.00), and mode (55.00) are all very similar, suggesting no substantial bias in the distribution. Overall, the range of motivation to read scores is 37 points, spanning from 37.00 to 74.00, which is larger than seen for value of reading and self-concept as reader subscales. Similar to the subscales, 75% of scores fall between a much smaller range of 49.25 to 57.00 ( $IQR = 7.75$ ,  $SD = 7.70$ ).



*Figure 3.* Histogram of Motivation to Read Scores.

**Motivation and achievement status.** To address the fourth research question, “Does motivation to read correlate with students’ college- and career-ready achievement status,” the results of the NC READY ELA/R 8 were examined to determine whether there was a relationship between achievement, as measured by the assessment, and the scores for value of reading, self-concept as reader, and motivation to read.

All participants completed the NC READY ELA/R 8. This standards-based, statewide accountability assessment is used to measure student reading achievement. Once the NC READY ELA/R 8 was completed, students received a scale score, Lexile measurement, and achievement score coinciding with one of five levels: limited

command (1), partial command (2), sufficient command (3), solid command (4), or superior command (5). Students achieving solid or superior command are considered college- and career-ready (North Carolina Department of Public Instruction, 2014b).

Table 9 displays the frequency of achievement level results of the NC READY ELA/R 8.

Table 9

*Distribution of Participants by Achievement Levels and Scale Scores on the NC READY ELA/R 8 (N = 60)*

	Achievement Levels and Corresponding Scale Scores				
	Level 1 ≤ 448	Level 2 449-457	Level 3 458-461	Level 4 462-472	Level 5 ≥ 473
Students	17	15	10	15	3
Percentage	28%	25%	17%	25%	5%

Relationships between each individual predictor (motivation to read, value of reading, and self-concept as readers) with NC READY ELA/R 8 scale scores were examined with Pearson's correlations. All of the predictors had a statistically significant, positive correlation with NC READY ELA/R 8 scale scores when examined using Pearson's correlation coefficient (see Table 10). Both self-concept ( $r = .423$ ,  $p = .001$ ) and motivation ( $r = .409$ ,  $p = .001$ ) had moderate positive relationships, while value of reading ( $r = .279$ ,  $p = .031$ ) had a small positive relationship with NC READY ELA/R 8 scale scores (Cohen, 1988). A simple linear regression was conducted to predict scale scores based on each individual predictor. These tests revealed that self-concept, value of reading, and motivation to read all significantly predicted NC READY ELA/R 8 scale scores (Cohen, 1988). Greater motivation to read as well as greater self-concept as reader and value of reading predicted greater NC READY ELA/R 8 scale scores (see Table 10 for regression coefficients).



Table 10

*Pearson Correlation Coefficients and Regression Coefficients for Value of Reading, Self-Concept as Reader, and Motivation to Read Scores with READY Test Scores (N = 60)*

	<i>r</i>	B	Std. Error
Value of Reading	.423***	0.509**	0.230
Self-Concept	.279*	1.270**	0.358
Motivation	.409***	0.569*	0.167

\*  $p < .05$ , \*\*  $p < .01$ , \*\*\*  $p < .001$ .

A multiple regression analysis found that value of reading and self-concept together significantly predicted NC READY ELA/R 8 scale scores ( $R = .454$ ,  $R^2 = .206$ , Adjusted  $R^2 = .178$ ,  $F(2,57) = 7.403$ ,  $p = .001$ ), explaining 20.6% of variation in NC READY ELA/R 8 scale scores; however, only self-concept uniquely predicted scale score ( $\beta = .374$ ,  $p = .004$ ). Value of reading was no longer a significant predictor once adjusted for the effect of self-concept ( $\beta = .173$ ,  $p = .166$ ).

Predictors were also tested considering achievement ranking (ranging from 1 to 5), instead of raw test score, by utilizing ordinal logistic regression. The final model statistically significantly predicted achievement level ( $-2 \text{ Log Likelihood} = 160.721$ ,  $\chi^2(2) = 10.016$ ,  $p = .007$ ), with self-concept as a significant predictor (Estimate = .171, Wald (1) = 5.632,  $p = .018$ ) and value of reading was not significant (Estimate = .052, Wald (1) = 1.480,  $p = .224$ ). A separate ordinal logistic regression also confirmed that overall motivation to read score significantly predicted achievement ranking (2 Log Likelihood = 113.690,  $\chi^2(1) = 8.110$ ,  $p = .004$ , Estimate = .090, Wald (1) = 7.481,  $p = .006$ ).

Achievement level was dichotomized by recoding all of the levels below college- and career-ready level (1 through 3) to “0” (not ready) and all levels above college- and career-ready level (4 and 5) to “1” (ready), and a binomial logistic regression was

conducted. The pattern of results was evident for readiness level as for NC READY ELA/R 8 scale score and achievement ranking. Overall motivation score significantly predicted readiness level ( $\chi^2 (1) = 11.914, p = .001$ ). The model correctly predicted 63.3% of cases. As motivation score increased, the likelihood of being classified as college- and career-ready was greater (Wald = 8.512,  $df = 1, p = .004$ ). The odds ratio for motivation is 1.150, suggesting that students with high motivation to read scores are 1.15 times more likely to be classified as college- and career-ready than students with low motivation to read scores. As with the NC READY ELA/R 8 scale score and achievement ranking, the model with both value of reading and self-concept as reader significantly predicted readiness level ( $\chi^2 (2) = 16.403, p < .001$ ), with only self-concept as a significant unique predictor. The model correctly predicted 66.7% of cases. As the self-concept score increased, the likelihood of being classified as college- and career-ready was greater (Wald = 8.906,  $df = 1, p = .003$ ). The odds ratio for motivation is 1.370, suggesting that students with high self-concept scores were almost 1.5 times more likely to be classified as college- and career-ready than students with low self-concept scores. Value of reading scores did not predict readiness level (Wald = 1.382,  $df = 1, p = .240$ , odds ratio = 1.071).

### **Summary**

Four research questions guided the analyses outlined above. An examination of the value eighth-grade students place on reading found participant survey responses fell primarily in the middle range, totaling almost twice as many responses as the least agreeable and most agreeable answer choices. Students could be described as neither having a positive or negative value of reading. When the total response frequencies of

student responses were considered as either negative or positive, responses were evenly distributed, with 300 responses coded as negative and 300 responses coded as positive.

Consideration of the data collected regarding eighth-grade students indicated students had a higher level of self-concept as readers than they did regarding value of reading. Participant survey responses were weighted to the high end of the scale, with 73% of responses being coded with a value of either 3 or 4; thus, students had a much more positive self-concept of themselves as readers than they regarded value of reading.

To determine the motivation of eighth graders to read, participant total raw scores, or motivation to read scores, were calculated by combining their value of reading and self-concept as reader scores. Results indicated students were positively motivated to read; however, further examination indicates that students are only slightly motivated to read, as the positive score mean, median, and mode were only four to five points above the cut score determining being motivated or not motivated to read.

An analysis of the relationship between student motivation to read and achievement was determined by examining whether there was a correlation between participant scale scores and achievement levels on the NC READY ELA/R 8 and their motivation to read score, which combines the value of reading and self-concept as reader subscales. Motivation was shown to have a significant relationship to, and was an accurate predictor of, achievement, both in the form of scale scores and achievement levels. When considering the subscales, although self-concept as reader only demonstrated a small positive relationship to achievement, it was found to be an accurate predictor of achievement, measured by scale score and achievement level. Value of reading demonstrated a moderate positive relationship to achievement, but further

analysis proved that value of reading was no longer significant when adjusted for self-concept as reader. Greater motivation to read scores increased the likelihood of being classified as college- and career-ready, with students with high self-concept scores being almost 1.5 times more likely to be classified as college- and career-ready than students with low self-concept scores. This likelihood was also found in motivation scores, with students with high motivation scores being 1.15 times more likely to be classified as college- and career-ready than students with low motivation scores.

## Chapter 5: Discussion

The purpose of this study was to gain an understanding of the relationships that exist between student motivation to read and achievement. More specifically, this study examined the relationship between motivation to read and its two subsets, namely value of reading and self-concept as reader, and the new skills and strategies now required of students to become college- and career-ready. The change from measuring proficiency to measuring college- and career-readiness as the mark for achievement is a continuation of increasing literacy demands for students (Achieve, 2013). A significant step in this change began in 2010, when states and territories in the United States began adopting CCSS, with the primary objective of all students graduating from high school able to succeed in college and career choices and opportunities. As part of this adoption, the standards for reading have required a shift in assessments, as they have moved beyond foundational reading comprehension skills and require students to “be able to comprehend texts of steadily increasing complexity as they progress through school” (Common Core State Standards, n.d., p. 2). The college- and career-ready literacy levels are deemed necessary for students to be successful in their adult lives, due to the advanced levels of literacy that will be required in their academic, personal, and professional lives (Achieve, 2013; Bracey, 2006; Moore et al., 1999); however, previous studies show that adolescents tend to read less frequently as they enter the teen years and often have negative attitudes toward reading (Iyengar & Ball, 2007). These conditions impact the amount of time spent reading and could, thereby, negatively impact reading comprehension (Pitcher et al., 2007).

The discussion below will first review a description of the study, followed by the

implications of the findings. Inferences related to these findings are discussed as they relate to the research questions and theoretical framework, and the applications of these results to practice are outlined. The study's limitations and delimitations are addressed, and how the findings support or differ from prior research is discussed. This section concludes with recommendations for future research and the need for the ongoing study of the relationship between adolescent motivation to read and achievement.

### **Description of the Study**

Pitcher et al.'s (1997) AMRP was administered to gather data about student motivation to read and the two subscales measured by the profile: student self-concept as readers and value of reading. The reading survey portion of the AMRP consists of 20 items using a 4-point scale, with one point awarded for the least positive responses and four points awarded for the most positive responses, with 10 items assessing self-concept as a reader and 10 items assessing value of reading. Achievement data were gathered from the NC READY ELA/R 8. This reading assessment for measuring student achievement consists of 56 four-response option, multiple-choice items. The assessment was developed by NCDPI to align to CCSS (North Carolina Department of Public Instruction, 2015c).

Data examining eighth-grade students' value of reading and their self-concept as readers were presented using frequency distribution and descriptive statistics (mean, median, mode, and standard deviation). The data indicated that participant survey responses fell primarily in the middle range of the 4-point Likert-type scale, with one point awarded for the least positive responses and four points awarded for the most positive responses. When the total response frequencies of student responses were

considered as either negative (one or two points) or positive (three or four points), responses were evenly distributed; thus, students could be described as neither having a positive or negative value of reading. The data collected regarding student self-concept as reader found participant survey responses were weighted to the high, or positive, end of the scale. These data indicated students had a higher level of self-concept as readers than they did regarding value of reading.

The data collected measuring motivation of eighth graders to read were presented using descriptive statistics (mean, median, mode, and standard deviation). The motivation to read scale ranged from 20 points, scored by choosing the least agreeable responses for all survey items, to 80 points, scored by choosing the most agreeable responses for all survey items. Results indicated students were positively motivated to read when the total value of student motivation to read was dichotomized and a score of 51 or higher was established to indicate motivation to read; however, as the mean, median, and mode for these responses are only slightly above the cut score, a review of the total scores coded as positive also suggests that students were only marginally motivated to read.

Correlation analyses were conducted using the data from both the AMRP and the NC READY ELA/R 8. Motivation to read was shown to have a significant relationship to, and was an accurate predictor of, achievement. When correlational analyses were conducted using the subscale of self-concept as readers, it was also found to be an accurate predictor of achievement. Students with high self-concept as reader scores and students with high motivation scores were found to be more likely to be classified as college- and career-ready than students with low scores for these measures.

## Implications of Findings

**Inferences based on results.** Findings from this study support the role self-concept as reader plays in predicting student achievement (Baker & Wigfield, 1999; Cambria & Guthrie, 2010; Schunk, 1991). Utilizing Pitcher et al.'s (1997) AMRP, this study found that self-concept as reader only demonstrated a small positive relationship to achievement; however, self-concept as reader was found to be an accurate predictor of achievement, measured by scale score and achievement level. Students with high self-concept scores were nearly 1.5 times more likely to be classified as college- and career-ready than students with low self-concept scores; thus, high self-concept scores were statistically accurate predictors of achievement and increased the likelihood of the student being classified as college- and career-ready. All of the 18 participants who achieved career- and college-ready achievement status also had a positive self-concept as reader. These results are in agreement with previous research that suggests students who believe they are capable and competent readers are more likely to outperform those who do not hold such beliefs (Smith et al., 2012). The results also support previous studies that indicate students who believe they are more efficacious are more likely to show more activity, effort, and persistence in reading than students with a low self-concept (Wigfield & Guthrie, 1997).

The findings of this study also supported previous research that students who are motivated to read have higher reading achievement (Guthrie et al., 2001; Stanovich, 1986). Motivation was shown to have a significant relationship to, and was an accurate predictor of, achievement, both in the form of scale scores and achievement levels. Students with high motivation to read scores were shown to be 1.15 times more likely to



be classified as college- and career-ready than students with low motivation scores. These results indicate that the higher a student scores on the motivation scale, the higher their academic achievement scores will be. When considered along with the results regarding student self-concept as reader, the relationship of motivation and achievement also confirms that students who believe they are competent are more likely to become engaged readers and thus motivated readers (Wigfield & Guthrie, 1997).

Some findings from this study differed from results of previous research, which indicated students were unmotivated to read (Corcoran & Mamalakis, 2009). Overall, the participants were positively motivated to read, although their motivation levels were low within the scale deemed to indicate motivation. Furthermore, value of reading, although having a moderate positive relationship to achievement, was not an accurate predictor of achievement. This differs from prior studies that demonstrate students who value the task of reading achieve more than students who do not (Eccles, 1983; Wigfield & Guthrie, 1997). As motivation to read is based on the two subscales of value of reading and self-concept as reader, it is possible that factors which impact value of reading are different than those that affect a student's self-concept as reader. These results also imply that a student's self-concept as reader impacts reading achievement more than value of reading.

**Application of results to practice.** Continual reinforcement of positive self-concept as readers and reading motivation can have a significant impact on student achievement; therefore, it is essential that these influential factors continue to be researched. Hopefully, the findings of this study will contribute to the overall understanding of these phenomena in the field of education.

The research conducted in this study has several implications for practice.

Finding that the participants could not be described as having a positive or negative value of reading, along with the fact that value of reading was not a significant predictor of achievement, has an implication for goal theory. As goal theory focuses on the factors to which students perceive their achievement can be attributed, student goal orientation cannot be defined (Anderman & Midgely, 1997); however, finding that students had a mostly positive self-concept as readers, it is unlikely that they are performance goal oriented, since this would result in damage to their self-concept, if they do not reach their goal of being better than those who also attempted to complete a task (Linnenbrink & Pintrich, 2002). These results reinforce research that demonstrates that performance goal orientation is damaging to students, as it results in a fixed mindset. This mindset can lead to students believing their abilities are static and that it is their perceived lack of abilities that results in failure (Diener & Carol, 1978). Unfortunately, based on the results of this study, it cannot be determined which goal orientation positively correlates with achievement. Since goal theory is subdivided into several orientations, it would be beneficial to understand whether students are task goal oriented, ability goal oriented, or mastery goal oriented. Task goal orientation involves the belief that achievement is for personal improvement and understanding, while ability goal orientation is the belief that achievement is used to demonstrate that ability. Goal theory is also subdivided into mastery and performance goal orientations. Students who are mastery goal oriented would recognize themselves as being in control of their education and concerned with their own learning. Students thus oriented would exert themselves to develop new skills, understand their work, and achieve a sense of mastery at each task (Ames, 1992). Even when a mastery goal-oriented student encounters failure, they will likely maintain a

positive sense of belief in themselves and continue working toward success (Linnenbrink & Pintrich, 2002).

Finding that self-concept as readers was a significant predictor of achievement has implications for self-concept theory, which refers to student knowledge of and perceptions about themselves in achievement situations (Wigfield & Karpathian, 1991). These findings also relate to self-efficacy theory, as academic self-concept includes self-efficacy and both are considered self-beliefs (Bong & Clark, 1999; Schunk, 1991). The results of this study provide further evidence that student convictions about themselves play a definitive role in further growth and development (Bandura, 1997; Pajares & Schunk, 2001). Thus, the results of this study indicate that students would benefit from education environments which foster growth mindset, avoid promoting performance goal orientation, and actively attempt to correct fixed mindset thinking in students. Furthermore, the results suggest students should be provided with opportunities for students to experience successes, thereby bolstering their self-concept as readers. Since a positive correlation between motivation to read and achievement was also demonstrated and since motivation to read is a prime component of engaged reading, the results also imply that employing reading texts and activities which students find engaging would also be highly beneficial (Gambrell & Morrow, 1996; Guthrie & Anderson, 1999; Guthrie & Wigfield, 2000).

Since the findings of this study highlight a significant relationship between student motivation to read and achievement, the results of this study also have implications for education administrators, as they make decisions regarding curriculum and instruction for their district. The results of this study indicate that a focus on how to

improve reading motivation in the classroom is necessary to increase reading achievement in schools, thus time provided for inquiry and professional development regarding improving reading motivation in the classroom would be appropriate and beneficial.

This study has implications that could also benefit programs at the college and university level. The results of this study indicate that preservice teachers could benefit from programs that assist and enable them to make vital connections between theory and practice. Seeing how theories are applied in a classroom setting could help preservice teachers gain a greater understanding of what motivates students to read, providing a focus on the approaches and strategies that would be beneficial to incorporate into reading instruction to promote student achievement.

### **Delimitation and Limitations of the Study**

Several limitations and delimitations appeared in this study and should be noted. A delimitation of the study is found in that participants were solely comprised of eighth graders. An additional delimitation was the researcher's decision to not use the conversational interview component of the AMRP due to time constraints determined by the testing administration window required by the state.

Several limitations were also present in this study. Only eighth graders at one school participated in the study. Another limitation of the study is that the definition students had of reading was not established. It is unknown whether students defined reading solely in an academic context or if they viewed out-of-school literacies as valid (Moje et al., 2008). Additionally, the limitations of self-reporting must be considered because one of the instruments was a survey and students may have responded in a way

that they felt would meet the expectations of the survey administrator. Additionally, there is no way to determine from self-report instruments alone whether or not students actually feel, believe, or do the things they report (Gambrell & Morrow, 1996).

### **Recommendations for Further Research**

Adolescent motivation to read and its relationship to achievement is a topic that needs to be researched in more depth. According to Alexander and Fox (2004), previous periods in literacy research paid little attention to the impact of reader motivation for reading. Additionally, Alvermann (1999) noted that engaged reading, of which motivation to read is a prime component, is a relatively new theory in the history of reading research.

Some of the following future research directions are recommended, specifically due to the aforementioned limitations and delimitations of the study. As stated previously, only eighth-grade students at one school participated in the study. The results of the study may have been different if sixth and seventh graders were also included. It would be appropriate for future studies to include younger, middle school-aged students and even high school students, considering adolescents range in age from approximately 11 or 12 to approximately 19 years old (Turning Points: Transforming Middle Schools, 2003). A longitudinal study would provide a deeper understanding than a cross-sectional one, providing information regarding reading motivation and achievement over time. A more expansive study would be beneficial, as other studies suggest the conditions needed to sustain motivation to read disappear through middle and high school (Archambault et al., 2010; Guthrie et al., 1997); therefore, more research is needed to explore the reasoning behind this phenomenon. Utilizing the AMRP in this way could enable

researchers to investigate whether a decrease in motivation might be attributable to a decline in self-concept as readers, value of reading, or both subscales. An understanding of how self-concept as readers might change over time would be beneficial since other research indicates student self-beliefs regarding their abilities to achieve success in reading tasks steadily decline as they age (Colvin & Schlosser, 1997; Guthrie & Wigfield, 2000).

Further studies investigating more diverse participants would be beneficial, as they may reveal if the findings remain the same for a more diverse sample and may provide a better understanding of what motivates other populations to read by allowing for disaggregation of data. The population of the study was not particularly ethnically diverse. Specifically, the study was completely lacking in African-American, American Indian or Alaskan Native, and Native Hawaiian or Other Pacific Islander participants. It was also not known what percentage, if any, of the participants were classified as economically disadvantaged, limited English proficient, students with disabilities, or academically gifted. A greater understanding of motivation to read and achievement may come from considering these factors with respect to gender, ethnicity, social class, and age.

Future research may also include a qualitative component to clarify certain variables that remain unknown through a solely quantitative approach. First, a qualitative component could provide insight into how students define reading. It is possible students only define reading in an academic context and do not include a consideration of their independent, out-of-school readings in their survey responses (Moje et al., 2008). A qualitative component would also provide information regarding how much time

adolescents spend reading, since a decline in time spent reading is considered a specific component of the adolescent literacy crisis (Porterfield & Winkler, 2007). An additional component of the adolescent literacy crisis is that many students report not reading for enjoyment at all, a factor for which a qualitative component might provide additional insight (Organisation for Economic Co-operation and Development, 2010). A qualitative component could also provide information regarding how students view academic materials, whether or not they are motivating or engaging, since other studies have shown that although many adolescents do not engage in extended periods of independent reading, they will read if they view the material as relevant (Greenleaf & Hinchman, 2009; Padak & Potenza-Radis, 2010).

Different assessments could also be used in future research as the measurement of student achievement. As ESSA requires states to produce assessments to measure student achievement with the expectation that students achieve college- and career-readiness, researchers from other states may want to use their own state assessments as the measurement tools for student achievement (U.S. Department of Education, 2017). Further, as ACT tests assert that college- and career-readiness are the “backbone” of their assessments, based on standards that are “empirically derived descriptions of the essential skills and knowledge students need to become ready for college and career” (ACT, n.d., “About the Standards,” para. 1), these could also be an option for measuring achievement in future studies. These could include the ACT Aspire for each grade level, Grades 6-10, and the ACT test.

## **Conclusion**

The purpose of this study was to add to the body of knowledge on the relationship

between adolescent motivation to read and achievement. This relationship with achievement also included two of the contributing factors to motivation to read, value of reading and self-concept as readers. Student achievement was examined specifically as it pertains to the standards of college- and career-readiness. This study found that the participants of this study demonstrated they were positively motivated to read and that both motivation to read and self-concept as reader positively correlated with, and were accurate predictors of, achievement. The research herein supports previous research indicating students who are positively motivated to read have higher levels of reading achievement. Additionally, this study supports previous research pertaining to self-concept as readers, further implying that students who believe that they are capable and competent readers are likely to achieve more highly than their peers who do not hold similar beliefs. The findings of this study also differ from prior research by suggesting that value of reading was not a significant predictor of achievement.



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## Appendix A

### North Carolina Department of Public Instruction English Language Arts Achievement Level Descriptors – Grade 8

## ELA/Reading

### Achievement Level Descriptors — Grade 8

#### Achievement Level 1:

Students performing at this level have **limited command** of the knowledge and skills contained in the *Common Core State Standards (CCSS)* Reading Standards for Literature as assessed by citing textual evidence that most strongly supports their analysis of what the text says directly as well as when making inferences; determining a theme and analyzing its development, including relationship to story elements; providing an objective summary; analyzing how dialogue influences the action and adds to characterization; determining the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyzing the impact of word choice on meaning and tone, including analogies and allusions; analyzing how differing points of view create dramatic effects. They will need academic support to engage successfully in this content area.

Students have limited command of informational text, showing inconsistency in citing textual evidence that most strongly supports their analysis of what the text says directly as well as when making inferences; determining central idea and analyzing its development, including its relationship to supporting ideas; providing an objective summary; analyzing textual connections between individuals, events, and ideas in a text; determining the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyzing the impact of word choice on meaning and tone, including analogies and allusions; analyzing, in detail, the structure of a specific paragraph; determining the author's point of view/purpose and analyzing the author's response to conflicting ideas; delineating and evaluating the arguments and claims in a text, evaluating the evidence and reasoning used; recognizing faulty evidence.

Students demonstrate limited command of language when determining the meaning of unknown words and phrases by using context clues; and demonstrating the understanding of figures of speech. They rarely demonstrate the use of grade-appropriate vocabulary and will need academic support to engage successfully in this content area.

#### Achievement Level 2:

Students performing at this level have **partial command** of the knowledge and skills contained in the *Common Core State Standards (CCSS)* Reading Standards for Literature as assessed by citing textual evidence that most strongly supports their analysis of what the text says directly as well as when making inferences; determining a theme and analyzing its development, including relationship to story elements; providing an objective summary; analyzing how dialogue influences the action and adds to characterization;

determining the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyzing the impact of word choice on meaning and tone, including analogies and allusions; analyzing how differing points of view create dramatic effects. They will likely need academic support to engage successfully in this content area.

Students have partial command of informational text, showing inconsistency in citing textual evidence that most strongly supports their analysis of what the text says directly as well as when making inferences; determining central idea and analyzing its development, including its relationship to supporting ideas; providing an objective summary; analyzing textual connections between individuals, events, and ideas in a text; determining the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyzing the impact of word choice on meaning and tone, including analogies and allusions; analyzing, in detail, the structure of a specific paragraph; determining the author's point of view/purpose and analyzing the author's response to conflicting ideas; delineating and evaluating the arguments and claims in a text, evaluating the evidence and reasoning used; recognizing faulty evidence.

Students demonstrate partial command of language when determining the meaning of unknown words and phrases by using context clues; demonstrating the understanding of figures of speech. They demonstrate inconsistent use of grade-appropriate vocabulary and will likely need academic support to engage successfully in this content area.

### **Achievement Level 3:**

Students performing at this level have a **sufficient command** of grade-level knowledge and skills contained in the *Common Core State Standards (CCSS)* Reading Standards for Literature assessed at grade 8, but they may need academic support to engage successfully in this content area in the next grade level. They are prepared for the next grade level but are not yet on track for college-and-career readiness without additional academic support.

### **Achievement Level 4:**

Students performing at this level have **solid command** of the knowledge and skills contained in the *Common Core State Standards (CCSS)* Reading Standards for Literature as assessed by citing textual evidence that most strongly supports their analysis of what the text says directly as well as when making inferences; determining a theme and analyzing its development, including relationship to story elements; providing an objective summary; analyzing how dialogue influences the action and adds to characterization; determining the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyzing the impact of word choice on

meaning and tone, including analogies and allusions; analyzing how differing points of view create dramatic effects. They are academically prepared to engage successfully in this content area.

Students have solid command of informational text, showing consistency in citing textual evidence that most strongly supports their analysis of what the text says directly as well as when making inferences; determining central idea and analyzing its development, including its relationship to supporting ideas; providing an objective summary; analyzing textual connections between individuals, events, and ideas in a text; determining the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyzing the impact of word choice on meaning and tone, including analogies and allusions; analyzing, in detail, the structure of a specific paragraph; determining the author's point of view/purpose and analyzing the author's response to conflicting ideas; delineating and evaluating the arguments and claims in a text, evaluating the evidence and reasoning used; recognizing faulty evidence.

Students demonstrate solid command of language when determining the meaning of unknown words and phrases by using context clues; and demonstrating the understanding of figures of speech. They demonstrate consistent use of grade-appropriate vocabulary and are academically prepared to engage successfully in this content area.

#### **Achievement Level 5:**

Students performing at this level have **superior command** of the knowledge and skills contained in the *Common Core State Standards (CCSS)* Reading Standards for Literature as assessed by citing textual evidence that most strongly supports their analysis of what the text says directly as well as when making inferences; determining a theme and analyzing its development, including relationship to story elements; providing an objective summary; analyzing how dialogue influences the action and adds to characterization; determining the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyzing the impact of word choice on meaning and tone, including analogies and allusions; analyzing how differing points of view create dramatic effects. They are academically well-prepared to engage successfully in this content area.

Students have superior command of informational text, showing consistency in citing textual evidence that most strongly supports their analysis of what the text says directly as well as when making inferences; determining central idea and analyzing its development, including its relationship to supporting ideas; providing an objective summary; analyzing textual connections between individuals, events, and ideas in a text; determining the meaning of words and phrases as they are used in a text, including

figurative, connotative, and technical meanings; analyzing the impact of word choice on meaning and tone, including analogies and allusions; analyzing, in detail, the structure of a specific paragraph; determining the author's point of view/purpose and analyzing the author's response to conflicting ideas; delineating and evaluating the arguments and claims in a text, evaluating the evidence and reasoning used; recognizing faulty evidence.

Students demonstrate superior command of language when determining the meaning of unknown words and phrases by using context clues; and demonstrating the understanding of figures of speech. They demonstrate exemplary use of grade-appropriate vocabulary and are academically well-prepared to engage successfully in this content area.

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<http://www.ncpublicschools.org/docs/accountability/testing/achievelevels/eogelaaachievel14.pdf>

## Appendix B

### Adolescent Motivation to Read Profile (AMRP) Survey Instrument

# Adolescent Motivation to Read Profile Reading Survey

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Sample 1: I am in \_\_\_\_\_.

- ☐ Sixth grade
- ☐ Seventh grade
- ☐ Eighth grade
- ☐ Ninth grade
- ☐ Tenth grade
- ☐ Eleventh grade
- ☐ Twelfth grade

Sample 2: I am a \_\_\_\_\_.

- ☐ Female
- ☐ Male

Sample 3: My race/ethnicity is \_\_\_\_\_.

- ☐ African-American
- ☐ Asian/Asian American
- ☐ Caucasian
- ☐ Hispanic
- ☐ Native American
- ☐ Multi-racial/Multi-ethnic
- ☐ Other: Please specify \_\_\_\_\_

1. My friends think I am \_\_\_\_\_.

- ☐ a very good reader
- ☐ a good reader
- ☐ an OK reader
- ☐ a poor reader

2. Reading a book is something I like to do.

- ☐ Never
- ☐ Not very often
- ☐ Sometimes
- ☐ Often

3. I read \_\_\_\_\_.

- ☐ not as well as my friends
- ☐ about the same as my friends
- ☐ a little better than my friends
- ☐ a lot better than my friends

4. My best friends think reading is \_\_\_\_\_.

- ☐ really fun
- ☐ fun
- ☐ OK to do
- ☐ no fun at all

5. When I come to a word I don't know, I can \_\_\_\_\_.

- ☐ almost always figure it out
- ☐ sometimes figure it out
- ☐ almost never figure it out
- ☐ never figure it out

6. I tell my friends about good books I read.

- ☐ I never do this
- ☐ I almost never do this
- ☐ I do this some of the time
- ☐ I do this a lot

7. When I am reading by myself, I understand \_\_\_\_\_.

- ☐ almost everything I read
- ☐ some of what I read
- ☐ almost none of what I read
- ☐ none of what I read

8. People who read a lot are \_\_\_\_\_.

- ☐ very interesting
- ☐ interesting
- ☐ not very interesting
- ☐ boring

9. I am \_\_\_\_\_.

- ☐ a poor reader
- ☐ an OK reader
- ☐ a good reader
- ☐ a very good reader



10. I think libraries are \_\_\_\_\_.

- ☐ a great place to spend time
- ☐ an interesting place to spend time
- ☐ an OK place to spend time
- ☐ a boring place to spend time

11. I worry about what other kids think about my reading \_\_\_\_\_.

- ☐ every day
- ☐ almost every day
- ☐ once in a while
- ☐ never

12. Knowing how to read well is \_\_\_\_\_.

- ☐ not very important
- ☐ sort of important
- ☐ important
- ☐ very important

13. When my teacher asks me a question about what I have read, I \_\_\_\_\_.

- ☐ can never think of an answer
- ☐ have trouble thinking of an answer
- ☐ sometimes think of an answer
- ☐ always think of an answer

14. I think reading is \_\_\_\_\_.

- ☐ a boring way to spend time
- ☐ an OK way to spend time
- ☐ an interesting way to spend time
- ☐ a great way to spend time

15. Reading is \_\_\_\_\_.

- ☐ very easy for me

☐ kind of easy for me

☐ kind of hard for me

☐ very hard for me

16. As an adult, I will spend \_\_\_\_\_.

- ☐ none of my time reading
- ☐ very little time reading
- ☐ some of my time reading
- ☐ a lot of my time reading

17. When I am in a group talking about what we are reading, I \_\_\_\_\_.

- ☐ almost never talk about my ideas
- ☐ sometimes talk about my ideas
- ☐ almost always talk about my ideas
- ☐ always talk about my ideas

18. I would like for my teachers to read out loud in my classes \_\_\_\_\_.

- ☐ every day
- ☐ almost every day
- ☐ once in a while
- ☐ never

19. When I read out loud I am a \_\_\_\_\_.

- ☐ poor reader
- ☐ OK reader
- ☐ good reader
- ☐ very good reader

20. When someone gives me a book for a present, I feel \_\_\_\_\_.

- ☐ very happy
- ☐ sort of happy
- ☐ sort of unhappy
- ☐ unhappy

Pitcher, S. M., Albright, L. K., DeLaney, C. J., Walker, N. T., Seunariningsingh, K., Mogge, S., Headley, K. N., Ridgeway, V. G., Peck, S., Hunt, R., & Dunston, P. J. (2007). Assessing adolescents' motivation to read. *Journal of Adolescent & Adult Literacy*, 50(5), 378-396.  
doi:10.1598/JAAL.50.5.5

Appendix C  
Informed Consent Form

## INFORMED CONSENT FORM, PARENT COPY

### *The Relationship Between Student Motivation to Read and Achievement*

Brianne E. Boykin

#### **What are some general things you should know about research studies?**

You are being asked to allow your child to take part in a research study. Your child's participation in this study is voluntary. Your child has the right to be a part of this study, to choose not to participate, or to stop participating at any time without penalty. The purpose of research studies is to gain a better understanding of a certain topic or issue. Your child is not guaranteed any personal benefits from being in a study. Research studies also may pose risks to those that participate. In this consent form you will find specific details about the research in which your child is being asked to participate. If you do not understand something in this form it is your right to ask the researcher for clarification or more information. A copy of this consent form will be provided to you. If at any time you have questions about your child's participation, do not hesitate to contact the researcher named above.

#### **What is the purpose of this study?**

The purpose of this quantitative study is to gain a deeper understanding of the relationships that exist between students' motivation to read, determined by their value of reading and self-concept as readers, and achievement in the new skills and strategies now required of students to become college- and career-ready.

#### **What will happen if you take part in this study?**

Prior to taking the North Carolina READY End-of-Grade Assessment English Language Arts/Reading for Grade 8 (8th grade reading EOG), the social studies teachers from each team will administer a survey to their students titled, Adolescent Motivation to Read Profile (AMRP). The AMRP provides a motivational score for students based on their self-concept as a reader and their value placed on reading. This survey will be administered electronically using a Google Form during their language arts classes.

Results of the AMRP will be compared to the reading scores of the 8th grade EOG to identify a relationship between motivation to read and academic achievement.

#### **Risks**

Your child will not experience any risks as a result of his/her participation in this study.

#### **Benefits**

Your child will not receive any direct, personal benefit as a result of his/ her participation in this project.

#### **Confidentiality**

No identifying information will be shared with anyone at anytime before, during or after the study. General results of the study will be published in a doctoral dissertation in which the school and district will be identified by pseudonyms.

**What if you have questions about this study?**

If you have any questions about the study, or do not wish for your child to participate, please contact the researcher, Brianne Boykin, at [bboykin@gardner-webb.edu](mailto:bboykin@gardner-webb.edu), or 828-475-5655.

**How do I give permission for my child to participate in this study?**

If you agree to have your child participate, you must fill out the information below and return the form to your child's school. If you do NOT agree to have your child participate, *you do not need to do anything.*

---

Child Name (please print)

---

Parent Signature

---

Date

---

Parent Name (please print)

## Appendix D

### Adolescent Motivation to Read Profile Teacher Directions: Reading Survey

## Teacher Directions: Reading Survey

*(Adapted for electronic delivery and all eighth grade participants)*

**SAY:** Today you will complete a survey for a study examining the relationships that might exist between your value of reading, how you feel about yourself as a reader, your motivation to read, and how these affect the skills and strategies measured by your reading EOG.

**\*\*Provide the hyperlink to the Adolescent Motivation to Read Survey.\*\***

<https://goo.gl/fwOy0k>

**\*\*Ask students to enter their Student ID number in the space provided.\*\***

**SAY:** I am going to read some sentences to you. I want to know how you feel about your reading. There are no right or wrong answers. I really want to know how you honestly feel about reading. I will read each sentence twice. Do not mark your answer until I tell you to. The first time I read the sentence I want you to think about the best answer for you. The second time I read the sentence I want you to click the space beside your best answer. Mark only one answer. If you have any questions during the survey, raise your hand. Are there any questions before we begin? Remember, do not mark your answer until I tell you to. OK, let's begin.

Read sample item 1. **SAY:** Sample 1: I am a (pause) female, (pause) male.

**SAY:** Now, get ready to mark your answer.  
I am a (pause) female, (pause) male.

Read sample item 2. **SAY:** Sample 2: My race/ethnicity is \_\_\_\_\_.  
African-American (pause), Asian/Asian American (pause), Caucasian (pause), Hispanic (pause), Native American (pause), Multi-racial/Multi-ethnic (pause), Other.

**SAY:** Now, get ready to mark your answer.  
My race/ethnicity is \_\_\_\_\_.  
African-American (pause), Asian/Asian American (pause), Caucasian (pause), Hispanic (pause), Native American (pause), Multi-racial/Multi-ethnic (pause), Other.

**\*\*Read the remaining items on the following pages in the same way (e.g., number \_\_\_\_\_, sentence stem followed by a pause, each option followed by a pause, and then give specific directions for students to mark their answers while you repeat the entire item).\*\***