Brigham Young University
BYU ScholarsArchive

Theses and Dissertations

2020-06-16

Ninth-Grade Students' Motivation for Reading and Course Choice

McKenna Lyn Simmons
Brigham Young University

Follow this and additional works at: https://scholarsarchive.byu.edu/etd

Part of the Teacher Education and Professional Development Commons

BYU ScholarsArchive Citation
Simmons, McKenna Lyn, "Ninth-Grade Students' Motivation for Reading and Course Choice" (2020). *Theses and Dissertations*. 8531.
https://scholarsarchive.byu.edu/etd/8531

This Thesis is brought to you for free and open access by BYU ScholarsArchive. It has been accepted for inclusion in Theses and Dissertations by an authorized administrator of BYU ScholarsArchive. For more information, please contact scholarsarchive@byu.edu, ellen_amatangelo@byu.edu.

Ninth-Grade Students' Motivation for Reading and Course Choice

McKenna Lyn Simmons

A thesis submitted to the faculty of
Brigham Young University
in partial fulfillment of the requirements for the degree of

Master of Arts

Sarah K. Clark, Chair
Erika Feinauer
Mike Richardson

Department of Teacher Education

Brigham Young University

Copyright © 2020 McKenna Lyn Simmons

All Rights Reserved

ABSTRACT

Ninth-Grade Students' Motivation for Reading and Course Choice

McKenna Lyn Simmons
Department of Teacher Education, BYU
Master of Arts

The purpose of this explanatory mixed methods study was to better understand how 9th grade honors and general education language arts students valued reading, and to discover if there were any connections between the types of reading values, expectancies for success, and the student's ultimate language arts course selection. This study was grounded in the expectancy-value theory and considered all 4 task values including utility, attainment, intrinsic, cost, and the expectancies (e.g., past experiences and reader identity) of the participants as well.

First, a survey was administered to 9th graders (N = 118) enrolled in either a general language arts course or in an honors language arts course, and who were attending a public high school. The surveys allowed for a general overview of how these 9th graders viewed their motivation to read (based on reported expectancies and values) and how this motivation either influenced or did not influence their course enrollment decisions related to their 9th grade language arts course. Overall mean scores from the survey indicated the participants reported fairly high reading motivation. The results of a *t*-test comparing the mean score between the two groups indicated that there was a statistically significant difference between honors and general education students when it came to their reading motivation, with a medium effect size reported.

A point biserial correlation analysis was conducted next to determine if there were significant correlations between course selection and the values and expectancies. The results indicated that the higher a student's reading motivation, which was based on the survey score, then the more likely the student was to enroll in an honors language arts course. Attainment was the only value that also reported a positive and statistically significant correlation.

After the surveys, six participants were identified and invited to participate in semi-structured interviews. The interview participants were chosen using purposive sampling. Two of these 9th graders were identified as having a high score on the motivation survey, two 9th graders with a medium score on the motivation survey, and two 9th graders with low scores on the motivation survey. The interview findings revealed six themes that emerged from the data analysis including reader identity, perceived competence, cost and choices to read, conflicting emotions and feelings about reading, perceived reading usefulness and expectations for reading in life, and course enrollment decisions. The findings of this study provide information about how 9th graders see and value reading, how these 9th graders are motivated to read, and how teachers, school leaders, and counselors can better support 9th graders as they make decisions about which course to enroll in so that students may be able to reach their full academic and vocational potential.

Keywords: language arts, reading motivation, secondary school, course choice

ACKNOWLEDGEMENTS

My deepest thanks go to Porter, my family, coworkers, and friends that helped support me throughout my graduate school experience. I could not have done this without your encouragement and help.

I would also like the thank the participants in my study. This would not have been possible without their willingness to share their feelings on reading motivation and course choice.

Finally, I would like to thank Sarah K. Clark, my committee chair, for her guidance and encouragement throughout my grad school journey. I would also like to thank the other members of my committee for their feedback and suggestions on my work.

TABLE OF CONTENTS

TITLE PAGE i

ABSTRACT ii

ACKNOWLEDGEMENTS iii

TABLE OF CONTENTS iv

LIST OF FIGURES viii

LIST OF TABLES ix

CHAPTER 1: Introduction 1

Statement of the Problem 4

Purpose of the Study 6

Research Questions 6

CHAPTER 2: Review of Literature 8

Locating the Studies 8

Studies Exploring Reading Motivation 9

Influences on Reading Motivation 10

Relationship Between Reading Motivation and Perceived or Actual Reading Ability 11

Improving Reading Motivation 12

How Students Valued Reading 14

Summary 14

Theoretical Framework 16

Expectancies and Values for Reading 17

Task Values 18

Research Questions 27

CHAPTER 3: Methods 28
Participants 28
Setting 33
Measures 35
EVRQ Survey 35
Semi-Structured Interviews 37
Procedures 37
Administration of Survey 38
Administration of Interviews 38
Research Design 40
Data Collection and Analysis 41
Quantitative Data Collection and Analysis 41
Qualitative Data Collection and Analysis 43
Integration of Qualitative and Quantitative Data 47
CHAPTER 4: Results 48
Research Question 1 48
Research Question 2 53
Research Question 3 54
Research Question 4 57
Interview Results 58
Reader Identity 58
Perceived Competence 65
Cost and Choices to Read 71

Conflicting Feelings and Emotions About Reading 76

Perceived Reading Usefulness and Expectation for Reading in Life 83

Course Selection 86

Results from Connecting the Quantitative and Qualitative Data 92

CHAPTER 5: Discussion 96

Research Question 1 96

Research Question 2 98

Research Question 3 99

Research Question 4 100

Expectancies 101

Course Selection 103

Attainment Task Value 105

Intrinsic and Cost Task Value 106

Utility Task Value 108

Reconsidering the Proposed Theoretical Model 109

Limitations 111

Implications for Future Research 113

Implications for Practitioners 114

Conclusions 117

REFERENCES 118

APPENDIX A: Expectancy-Value Reading Questionnaire (EVRQ) 126

APPENDIX B: Semi-Structured Interview Questions 130

APPENDIX C: Institutional Review Board Forms and Materials 131

APPENDIX D: Excerpts from Qualitative Data Analysis Including Coding and Themes 143

LIST OF FIGURES

Figure 1. *The Expectancy-Value Theoretical Model (Eccles et al., 1983)* 22

Figure 2. *Hypothesized Interaction of Motivational Constructs in Expectancy-Value Theory in Relation to Reading Motivation and Course Choice* 24

Figure 3. *Procedures Used for the Current Study's Explanatory Sequential Mixed Methods Design* 42

Figure 4. *Proposed Theoretical Model Portraying the Interaction of Motivational Constructs from the Expectancy-Value Theory in Relation to Reading Motivation and Course Enrollment Decisions* 111

LIST OF TABLES

Table 1. *Combined Honors and General Education EVRQ Descriptive Statistics* 53

Table 2. *Correlations Between Reading Motivation and Course Choice*.....56

CHAPTER 1

Introduction

When Maria selected courses for her first year of high school, she opted to remain in a general language arts course instead of choosing to be in the honors language arts course. Thus far, she had enjoyed all of her language arts courses, and though many of her junior high school teachers had recommended that she consider an honors language arts course, she ultimately decided to enroll in the general education course. Maria knew very little about what an honors course would entail, but she decided she did not want to spend her high school career being stressed about any courses that might be too difficult. Moreover, Maria knew that none of her friends were going to be taking the honors course, so she felt more comfortable choosing a more familiar course and classroom context. About halfway through the school year, Maria's language arts teacher again made similar comments as her previous teachers in suggesting that Maria would perform well in an honors language arts course setting. Maria knew she was right. She found that much of what the students were learning in her current class came easy to her, but it was too late to switch into a different course and she couldn't shake the fear that she would be too stressed or overwhelmed. (Vignette based on former student in my 10th grade class, but not a participant in the current study.)

Like Maria, many high school students are left to make decisions on their own and these decisions can have a lasting impact on their future – both academically and vocationally. Researchers have identified a direct association between the advanced courses that students pick and their "aspired field of study" (Nagy et al., 2006). In other words, students determine their future trajectory by the very courses they select in high school. In Maria's case, she went on to

graduate by completing all general education courses and she opted to enroll in the local community college instead of pursuing a university degree. Maria's potential, however, suggested she could have achieved much more than this, and it is clear that her teachers were aware of her abilities. If Maria's teachers had been able to properly encourage Maria and help her see the impact of her course enrollment decisions, she may have selected one or more honors courses and possibly realized a different trajectory for her life.

There are a range of background factors that influence reading motivation and potentially course enrollment decisions. Influences related to reading motivation include one's culture, family life, gender, perceived ability to succeed in the subject, the influence of friends, one's perceived expectations for success, and the value held for the subject (Eccles et al., 1983). There are also many studies that have examined contextual factors and their relationship to reading motivation (Archambault et al., 2010; Edmunds & Bauserman, 2006; Guthrie et al., 2007; Malloy et al., 2017; Pitcher et al., 2007). On the topic of course selection, researchers have explored how gender, friendship, race, and poverty influence decisions made regarding accelerated course choices (Conger et al., 2009; Riegle-Crumb et al., 2006).

It is important to note that students come into the classroom with different experiences and hold different values towards reading. Some students enjoy reading, while others do not. Some students feel like reading is a part of their identity, while still others feel like *not* reading is their identity (Eccles et al., 1983). Students also report that reading fits into their future life plans to varying degrees. There are also a myriad of factors influencing what one is willing to sacrifice in order to read (Eccles et al., 1983). These different experiences with, perceptions of, and values towards reading likely influence course enrollment decisions.

By the time students in the U.S. reach the age of 14, they have typically not had much choice in the classes they take. Alexander and Winne (2012) explained that when students reach adolescence, or when children make the switch from being young teens (12-14 years) to mid-teens (15-17 years), they begin to make decisions about courses and school activities based upon what they personally value. For example, some students value participating in sports more highly than the debate club, while others value running track, and still others join the drama club because they value the theater. In the specific area of reading, adolescents tend to be either highly motivated or not motivated to read, based upon their interest in reading itself (Wigfield, 1997). Thus, understanding how personal values function in relation to reading the materials and texts required in honors and general education courses allows for a deeper understanding of the students' overall values and life experiences.

Not only are student preferences, identities, and values forming during adolescence, one study showed that students in 9th and 10th grade are at a point where course decisions affect potential graduation and college acceptance (Long et al., 2012). Long et al. (2012) noted that the first two years of high school have the highest impact on graduation when it comes to taking advanced courses such as honors classes. Thus exploring course decisions by 9th grade students is especially important because these course decisions and self-tracking methods are likely to have more significant effects at this age in comparison to students who are in 11th and 12th grade. This is simply due to the fact that 9th graders are at an early stage of their high school career where their course decisions are still in the process of being made and trajectories are being set.

There is some research that has explored the effects of course decisions and how these decisions play a significant role in a student's future. For example, Long et al. (2012) reported that if a high school student goes from taking no accelerated courses to one accelerated course,

the likelihood that the student will graduate from high school increases from 7 to 11 percent. In the same study, it was determined that the biggest gains for taking more accelerated courses were for students who were not already enrolled in accelerated courses.

Statement of the Problem

Students in high school have a higher level of autonomy when signing up for courses than students in the younger grades. Research tells us that enrollment is driven by student values (Nagy et al., 2006). While we know that personal values are shaped by a myriad of background factors, we don't know how the values related to reading motivation influence course choice (Eccles et al., 1983; Klauda & Wigfield, 2011; Klauda & Guthrie, 2015; Unrau & Schlackman, 2006). Of the studies conducted on the topic of reading motivation, students have seldom been asked *why* they selected the type of language arts courses they did (see Cox & Guthrie, 2001; Edmunds & Bauserman, 2006). In other subject areas, such as high school science, technology, engineering, and mathematics (STEM) courses, students have been asked about why they picked the courses they did and researchers found that the course decisions made by students to enroll in advanced courses were directly related to their interest in higher education majors (Nagy et al., 2006; Musu-Gillette et al., 2015). However, to date, there have been no studies that have asked students about the courses they selected for language arts course requirements at the secondary level. Understanding how students view their language arts course selection options, and how students value reading, can help educators properly encourage students to enroll in the most appropriate course. Course enrollment decisions affect the future of each student, especially when it comes to determining future majors and careers (Nagy et al., 2006) and this is likely as true for language arts courses as it is for STEM courses. If teachers understand more clearly what

influences these important course decisions, they would be more likely to provide meaningful recommendations and advice for students during the language arts course selection process.

In addition to exploring the reasoning behind language arts course enrollment decisions, it is also important to gather more information from students based on the language arts course in which they are enrolled. In the U.S., these course options at 9th grade typically consist of either a general education or honors course. Interestingly, students enrolled in honors or accelerated courses have frequently been left out of the research studies that have examined the reading motivation of adolescents (Gilson et al., 2018; Klauda & Guthrie, 2015). Because universities and colleges look closely at the courses taken in high school and at a student's grade point average when making decisions about who to admit and who should receive a scholarship, it is essential to understand more completely what motivates students who self-select into honors courses and those who do not (Nagy et al., 2006). Being able to understand how students value reading in both honors and general education courses will allow educators to fully support *both* groups of students, and attend to those who are equipped to transition from a general education course to an honors course. There is the possibility that the self-tracking that occurs by students as they make course enrollment decisions results in students who opt for general education language arts courses and are provided with lower expectations and standards even though they may be capable of succeeding in an honors language arts course (Long et al., 2012).

Research that explores how adolescents value reading, their reader identity, and how these factors influence language arts course enrollment decisions to enroll in either an honors or general education language arts course has largely been ignored. The decision to take a general education course or an honors language arts course is likely related to the reading motivation that a student feels because of the amount of reading that will be required of students in an honors

language arts course. The current study seeks to address this research gap and has the potential to add much-needed information about the course selection process and its relation to reading motivation that has not been addressed in previous studies.

Purpose of the Study

The purpose of the current study was to address the lack of information about course enrollment decisions and its relationship to the reading motivation of 9th graders. Most research concerning reading motivation among adolescents has not examined the choices made by students who enroll in an honors or general education language arts course (see Archambault et al., 2010; Cantrell et al., 2017; Wolters et al., 2013). Do students in these classes vary in their motivation to read? Do these 9th graders understand the implication of their enrollment choices? Do the students seem to make decisions based simply on their motivation for or interest in reading? Moreover, this study specifically addressed the need highlighted by Wigfield et al. (2016), who in their overview of the research on reading motivation explained that more research is needed that examines the various forms of motivation expressed among disparate groups of adolescents. In the current study, the two groups being studied are 9th grade students enrolled in either an honors course or a general education language arts course.

Research Questions

This study is designed to provide necessary information about students' motivation and their values towards reading so teachers and others can provide support during course enrollment decisions related to either selecting an honors or general education language arts course. The following research questions guided this study:

1. How do 9th graders rate their motivation to read?

2. Do the overall motivation scores vary for 9th graders enrolled in general education and honors language arts courses?
3. Is there a relationship between the constructs of reading motivation as defined by the expectancy-value theory (e.g., expectancies and the values of utility, intrinsic, attainment, and cost) and course selection/enrollment decisions?
4. How do students enrolled in 9th grade general or honors language arts courses describe their reading motivation and the influences of their course enrollment decisions?

In order to best explore these research questions, I begin the next chapter with a review the research literature on the topic of reading motivation and research related to the theory used in the current study. Next, I present the research methods that were used to gather data to explore these research questions, followed by a report of the findings for each of the research questions. I conclude with a discussion about the findings and the implications they have for educators and researchers alike.

CHAPTER 2

Review of Literature

When it comes to student decisions about which language arts course to enroll in, the factors affecting this decision and the relationship with a students' reading motivation is largely unknown. Understanding the relationship between reading motivation and course choice is essential to increasing proper enrollment in honors and general education language arts courses (Long et al., 2012). In order to provide a sense of the complex issues that are involved in reading motivation and course choice, the first section of this literature review will give an overview of the research that was located on the topic of reading motivation. Next, the expectancy-value theory will be explained, and a new extended model derived from the expectancy-value theory will be proposed, followed by the list of research questions employed in the current study.

Locating the Studies

The literature review was explored using the following electronic databases: Education Resources Information Center (EBSCO), Google Scholar, ERIC (ProQuest) PsycARTICLES (EBSCO), and PsychINFO (EBSCO). I used the following search terms to locate articles: *reading motivation, expectancy-value reading motivation, student motivation for reading, support for reading motivation, adolescent reading behavior, parent reading support, adolescent reading, adolescent motivation, course selection, course enrollment, high school reading, high school coursework.* I also examined the reference lists provided in each of the studies that were located to identify other relevant studies not identified during my initial search.

To be included in the literature review, each article had to meet all of the following inclusion criteria:

- Studies had to be centered on the topic of what motivates a student to read.

- Studies had to examine student responses (not responses from teachers or other adults) on the topic of adolescent reading motivation.
- Studies had to be published between 2000-2018.
- Studies had to be published in the United States to reflect the contexts and cultures of schools in the U.S.

These inclusion criteria allowed for a thorough, yet focused examination of the research literature. The current study looked at how students view their own reading motivation, and their self-concept, or the beliefs they hold about themselves regarding their reading ability. Thus, studies whose purpose was to examine how teacher relationships are related to adolescent reading motivation, or studies that examined adult perspectives related to reading motivation were not included. Additionally, studies that examined motivation in the other content areas (e.g., math, science, etc.) were not included. Moreover, studies that took place in schools outside of the United States and the American school system were not included as they were beyond the scope of the current study. Finally, although some studies published before 2000 may have been relevant and many provided the foundation for the proposed research study, for the purposes of this literature review it was determined that only studies published between 2000-2018 were included in order to focus on students and school experiences situated within today's current educational context and climate.

Studies Exploring Reading Motivation

There were 21 studies that were located during this review of literature search that centered on the topic of reading motivation specifically, but varied in their exploration of the factors related to reading motivation. The topics studied included influences on reading motivation, the relationship between reading motivation and perceived or actual ability, ways to

improve reading motivation, and how students valued reading. This review allowed for a comparison between and among these studies to identify gaps in the research on the topic of reading motivation.

Influences on Reading Motivation

The first study was conducted by Klauda and Wigfield (2011) who examined the role that parents and peers play in supporting the reading motivation and habits of students. They explored the support provided by mothers, fathers, and peers for reading motivation and how as a result of this support, reading motivation either increased or decreased. Klauda and Wigfield reported that children believed their mothers provided them with more reading support than their fathers or peers. It was also determined that the influence of the parents and/or peers contributed more to a student's reading motivation than other sources such as a child's academic achievement, gender, or grade level.

Cantrell et al. (2017) explored adolescent reading behavior and practices, the amount and types of reading completed, schoolwork assigned from the classroom, and the reading achievement of participants as they transitioned from middle to high school. The study found that as students transitioned from middle school to high school, they reported seeing students value reading more because they saw reading as important in their future lives, but less value in having reading be a part of their identity. These researchers concluded that this suggests a need to change reading instruction to bring in students' out-of-school interests into instruction so that students will more likely connect reading to their identity. Next, Froiland and Oros' (2013) study focused on determining the effects of intrinsic motivation, extrinsic motivation, and/or the level of classroom engagement, as well as other behavioral factors on reading development and achievement. Their study discovered that intrinsic motivation, perceived competence, and

classroom engagement among 5th grade students predicted their reading achievement in 8th grade. If students were intrinsically motivated, they saw themselves as competent readers and were engaged in the classroom by actively participating in required reading activities. As a result, they had higher reading achievement. Findings also revealed that students who were not intrinsically motivated to read did not see themselves as competent readers, were not actively participating in the classroom, and were often experiencing lower reading achievement (Froiland & Oros, 2013).

In another study, Klauda and Guthrie (2015) matched students based on gender, ethnicity, and socioeconomic status, and the relationship these factors had on reading motivation for both struggling and advanced readers. It was determined that cognitive challenges seemed to limit the reading motivation experienced by struggling readers and led to more negative experiences with reading (Klauda & Guthrie, 2015). Similarly, Unrau and Schlackman (2006) explored how grade level, gender, and ethnicity of middle school students influenced or impacted reading motivation throughout middle school and these researchers reported that students' motivation to read declined during the middle school years. Finally, Gilson et al. (2018) focused on what struggling readers talked about with their teachers when they discussed their motivation to read. This research suggested that having a teacher or family member recommend books, or talk about reading seemed to motivate students to read. These conversations happened after a reading intervention had been put in place to help students find and read different text types including both fiction and nonfiction.

Relationship Between Reading Motivation and Perceived or Actual Reading Ability

Another topic of interest to researchers was the relationship between reading motivation and perceived or actual reading ability. For instance, Wolters et al. (2013) explored standardized assessment scores and their relationship to reading comprehension and found that struggling

readers with poor reading comprehension had lower beliefs in their ability to achieve their reading goals, and as a result, were less motivated to read. Wilson and Trainin (2007) examined the connection between first-grade student beliefs about reading and their reading achievement. Their study discovered that students in first grade already had a strong perception of their reading abilities, and the way students viewed their reading competence either positively or negatively influenced motivation. If a student reported feeling good at reading, they were more motivated to read, and vice versa (Wilson & Trainin, 2007). Similarly, Mucherah and Yoder (2008) and Pitcher et al. (2007) looked at motivation to read and its relationship to student performance on standardized assessments. These researchers reported that those students who had higher reading motivation performed better on standardized reading assessments compared to those students who reported lower reading motivation.

Finally, Cox and Guthrie (2001) took a different approach by exploring if there was a relationship among elementary students' motivation, strategy-use, past reading achievement, and the amount of reading completed. The results from Cox and Guthrie's (2001) study suggested that students were willing to read for enjoyment even if they demonstrated low or moderate reading achievement levels.

Improving Reading Motivation

Another goal of many researchers exploring reading motivation has been to discover ways to help improve reading motivation. In this collection of studies, reading motivation was explored using a variety of methods. Edmunds and Bauserman (2006) found that students liked a variety of things about reading, and expressed many things that motivated them to read. For instance, students were excited to read a book if the cover was interesting, if the genre appealed

to them, if they could choose the book, and/or if they wanted to gain particular knowledge that was being shared in the text.

More specifically, there were studies that focused on how specific reading strategies, such as those employed during Concept-Oriented Reading Instruction (CORI), or the use of reading comprehension strategies within the context of studying science topics can help to foster reading engagement and increase comprehension that ultimately contributes to reading motivation (Guthrie et al., 2005; Guthrie et al., 2007; Wigfield, Guthrie, et al., 2004). One of the specific studies that examined the influence of CORI on reading motivation was conducted by Guthrie et al. (2005) who found that after participating in CORI, students had greater intrinsic motivation for reading informational books, which was different than reports collected prior to the use of CORI. The intrinsic motivation for reading informational books also translated to positive changes in general reading motivation after being taught using CORI.

Another study that focused on the effects of the CORI was completed by Guthrie et al. (2007), and who found similar results as Guthrie et al. (2005) in that reading motivation and comprehension increased when students were given choice in reading materials. Wigfield, Guthrie, et al. (2004) also looked at the impacts of CORI and noted that students' scores on pre- and post-tests measuring reading motivation only increased if students were taught using CORI, and no change was noted in reading motivation for students who were not taught using CORI.

The final study that examined the effects of CORI was Guthrie et al. (2000). In this study, it was determined that students in classrooms where CORI was used scored higher on reading motivation than students in classrooms where CORI was not implemented. Studying and using CORI in the classroom demonstrated how allowing student choice in reading materials and intensive scaffolding and modeling can increase reading motivation.

How Students Valued Reading

Another set of studies in this collection of research focused on student perceptions regarding their reading motivation, and how these perceptions influenced their value of reading. For example, Ivey and Broaddus (2001) explored the perceptions of middle school students and their motivation to read and determined that student responses highlighted the utility component or the usefulness of reading motivation. Similarly, Kelley and Decker (2009) looked at the motivation of middle school students based on the perceptions students held about their experiences with reading and found that self-concept and the attainment task value were the two main elements that determined motivation to read.

Archambault et al. (2010) tracked students from grades 1–12 and determined that the students' value of reading, their reader identity, and the motivation to read decreased over time, and this was especially true for those students who reported negative reading experiences and/or struggled with reading. Malloy et al. (2017) also examined if students did indeed value reading, and if these students saw themselves as a reader when reading a fiction or nonfiction text. Malloy et al. determined that girls were more motivated to read and valued fiction and nonfiction equally, while boys reported lower reading motivation but also valued reading fiction and nonfiction equally.

Summary

This collection of research provided a greater understanding of reading motivation, its influence on self-concept, and reading ability. However, the goal of examining whether and how reading motivation has an impact on course enrollment decisions made by 9th graders has not yet been realized. This was one of many gaps identified in the research literature. The specific gaps noted after completing the literature review also included the following: (a) a study where high

school students (specifically 9th grade students) are included as participants to understand more fully how reading motivation influences course enrollment decisions, (b) a research design that incorporates both qualitative and quantitative design in order to provide a more complete and nuanced understanding of adolescent reading motivation and course enrollment decisions.

These gaps to be addressed in the current study are also supported by Guthrie et al. (2007) who stated that more studies with interviews should be conducted with students of different ages to capture a better understanding of their reading motivation. Moreover, Guthrie et al. (2005) also suggested more research is needed that includes more qualitative elements within the study design so as to provide more depth to our current understanding about adolescent reading motivation.

The current study also responds to additional calls made by researchers to consider more fully the value students place on reading, specifically with other populations besides students enrolled in middle school (Kelley & Decker, 2009). Likewise, Cantrell et al. (2017) called for "additional research on reading motivation from an expectancy-value perspective" (p. 427), so as to explore how what students value shapes their reading motivation because this viewpoint has been determined rare in research (see Schiefele et al., 2012). This study attempts to address each of these noted gaps in the research, while simultaneously adding to the research literature on the topic of reading motivation and its relation to course trajectory of students based on their values and expectancies. In the next section, I describe in detail the expectancy-value theory that was used as the foundation in the current study that examined the reading motivation of 9th graders and its influence on course enrollment decisions.

Theoretical Framework

John Atkinson (1957) introduced the expectancy-value theory and this theory provided the basis of the conceptual framework for the proposed study. The expectancy-value theory is a motivational theory that focuses on how an individual's beliefs of their own expectations and personal values work together to motivate or demotivate them in the decision-making process. The expectancy-value theory was designed to explain how individuals seek to achieve, and how achievement-related behaviors are affected by what the individual values or expects to gain from performing a task. This theory was chosen for the current study over other motivational theories because of the emphasis it places on the values held by an individual, and the influence these values seem to have on the choices made individuals.

Atkinson's (1957) work was the first to define the term expectancies and incentive value in relation to motivation. The definition of expectancy by Atkinson (1957) was the "cognitive anticipation, usually aroused by cues in a situation, that performance of some act will be followed by a particular consequence" (p. 360). Atkinson determined that individuals wanted to achieve because of what they thought they would obtain as a result of their achievements. In his study, Atkinson offered money as a prize for good performance on a task, and gave varying and differing information to each college student participant about the competition and its purpose. This foundational study showed that the motivation to do well on a task in exchange for money was heavily based on a high probability of success, and what the participants *expected* to gain from completing the task. From Atkinson's study, we learn about the role expectancies and values play in relation to one's motivation. In the next section, I provide more specific definitions and descriptions of both expectancies and values as defined by the expectancy-value theory.

Expectancies and Values for Reading

The expectancy-value theory was first applied to the field of education by Eccles et al. (1983) as a way of looking at how students are motivated, and the different factors that influenced motivation. Eccles et al. (1983) proposed that achievement and choice are predicted by both an individual's expectancy for success on a given task and the value they place on completing the task. In addition to the work of Eccles et al. (1983), the expectancy-value theory has also been studied by other education researchers. Each of these researchers continued to build on Atkinson's (1957) study, and subsequently Eccles et al.'s (1983) study. These studies expanded the conversation regarding the influences of motivation to include the cultural influences of motivation (Wigfield, Tonks, et al., 2004) as well an exploration of development and how it influences motivation as explored through the lens of the expectancy-value theory (Wigfield, 1994; Wigfield et al., 2006). Moreover, the expectancy-value theory was extended further by Wigfield (1997) who specifically studied which factors seemed to directly or indirectly influence reading motivation.

The expectancy-value theory has been broken down into two key components leading to an influence on motivation. The first component is *expectancy*, or the expectation that one can successfully complete the task, and the second is the *task value*, or the value derived from accomplishing a task. If a student sees herself as able to complete the task successfully, then she expects to experience success and will continue with or be motivated to complete the task. If a student does not anticipate success with the task, then she is less motivated to persist with the task. Thus, the expectancy of successfully completing a task is a critical component within the expectancy-value theory. Examples of expectancies towards reading include if one identifies

himself or herself as a reader or one's previous experiences with reading can influence one's expectancy for success with reading.

On the other hand, the task value has been defined as the worth of a commodity, activity, or person, and also the psychological experience of being attracted to (or repulsed by) an object or activity (Higgins, 2007). For example, if a student has a high value for reading because of what he/she gets from reading, then reading is likely an activity that he/she tends to enjoy and ultimately becomes an activity he/she wants to participate in because of the value received from the activity. Keep in mind that task values are subjective because one person may place more value on reading than another person. However, the value one places on a task is integral to motivation, and can predict a student's intentions to continue with or to participate in a task (Wigfield & Eccles, 2000). The task value is a critical component within the expectancy-value theory. Thus, both expectancies and task values work together to either motivate or demotivate a student to read.

Task Values

Eccles et al. (1983) proposed four different types of task values that include attainment, intrinsic, utility, and cost. Eccles et al. (1983) postulated that task values can be used to demonstrate or explain how individuals place value on an activity. The four types of task values will be now be explained in further detail.

Attainment. When it comes to what influences a person's motivation, attainment is the importance placed in mastering the task and how this accomplishment will relate to the student's identity (Wigfield et al., 2016). Subjects that are of high interest are often meaningful to the student as a person, and this experience results in a feeling that having or attaining increased knowledge is motivating, which can motivate the student to learn even more. Attainment is also

described as when a student wants to confirm or disconfirm an aspect of their identity, leading them to feel motivated or less motivated to participate in a task (Feather, 1988). For example, an individual's beliefs and memories about past experiences can motivate them to make new decisions or to continue with previous decisions because of what he/she believes he/she will attain. One's identity influences an individual who has a good experience with reading to test that experience again to see if they get the same result, further internalizing their feelings, identity, and motivation. If an individual has good experiences with a task like reading, or identifies as a reader, he or she will likely be more motivated to read again and again. On the other hand, if an individual has a negative experience with reading, or does not identify as a reader, he or she will be less motivated to read (Gaspard et al., 2015).

Intrinsic. The second task value within the expectancy-value theory is the intrinsic value, or a naturally strong internal interest in completing the task. This means that the student is motivated to complete a task because they gain enjoyment from it or have a strong interest in the task. In other words, they are intrinsically motivated and they do not need to be externally motivated. For example, students who enjoy reading can often persist in reading for a longer time, and are deeply engaged in the task compared to a student who places a low intrinsic value on reading. An individual's level of intrinsic motivation can sustain or diminish their participation in an activity for long periods of time (Wigfield & Eccles, 2000).

Utility. Utility is described as how useful the student perceives a specific task to be, and how that task may fit into the student's future plans (Wigfield et al., 2016). In the present study, reading can be seen by students as helping them secure future jobs, or that by taking specific courses, there will be some value or utility gained as a result of completing these courses. Utility value is seeing the activity as a means to an end, with the end having a high value (Ryan & Deci,

2000). Individuals who see reading as useful may read because they see reading as being a part of their future job or education, and as a result, this provides the motivation needed to complete the task (Eccles, 2005). Utility is similar to attainment because utility can connect to personal goals, but utility is more focused on extrinsic reasons for valuing an activity. Utility reflects extrinsic motivation, or motivation based upon external rewards. The student wants to complete the task or perform well, not just to complete the task, but because a future goal can also be achieved.

Cost. The cost value is "what the individual has to give up to do a task" (Wigfield et al., 2016, p. 57). When a student decides how to spend their time, he/she often considers the anticipated effort he/she will need to put forth to complete that task and what he/she will have to give up or sacrifice to complete the task (Wigfield, 1994). For example, some students may find reading boring, and do not feel the sacrifice is worth it. They would rather spend their time on social media. A student must also consider the effort that goes into completing a task. A student has to determine whether the cost is worth it or not to complete the reading assignment in order to receive the preferred grade in a class. Moreover, picking one choice often eliminates other choices or options, making cost especially essential to motivation (Wigfield et al., 2016). Eccles et al. (1983) explained that cost is involved in every decision that an individual makes, and as a result it is central to adolescent motivation.

Cost is also a much debated area within the research on the topic of the expectancy-value theory. In the Eccles et al. (1983) study, cost was emphasized as being especially important to any choice being made, but cost has also been frequently combined with or confused with the intrinsic value. Additionally, the cost value has been the least studied of the four task values proposed in the expectancy-value theory (Wigfield & Cambria, 2010). As a result, the task value

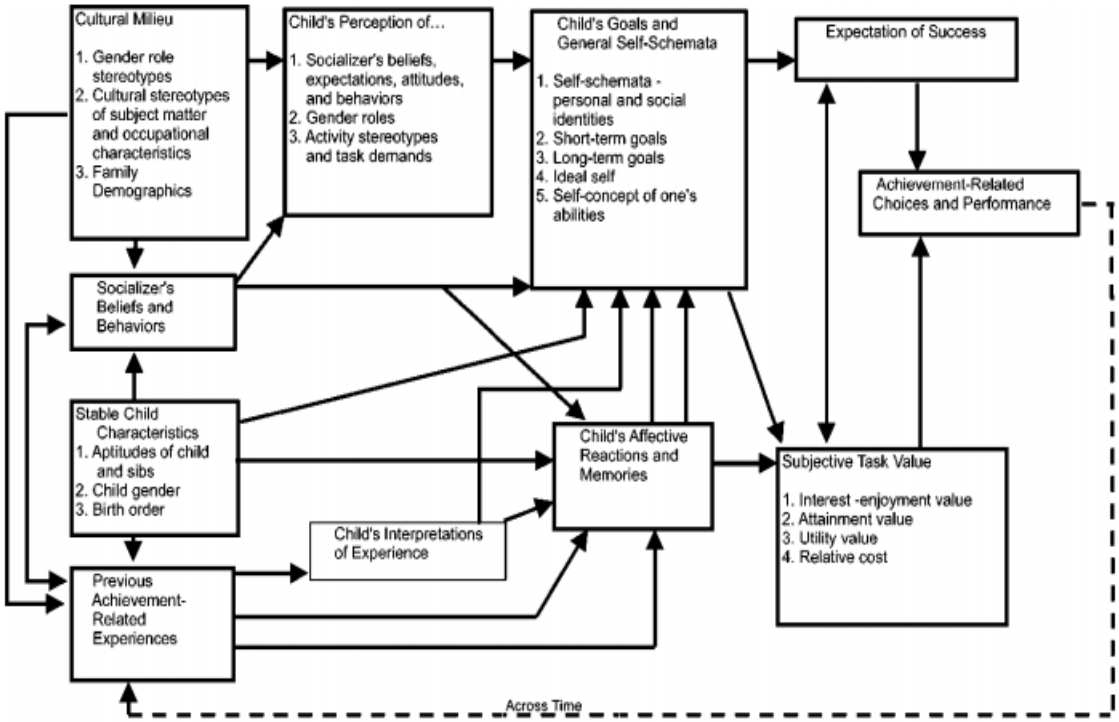
of cost remains largely unknown (Wigfield & Eccles, 2000). Some studies have focused on bringing greater attention to cost by further defining and generating new models of the expectancy-value theory so as to define the task value of cost in new ways. For example, Hulleman et al. (2016) proposed a revised model where cost was considered on the same level as the expectancy and value (one of three). Within the parameters of the current study, it was determined that cost would be considered as one of the four specific task values (attainment, intrinsic, utility, and cost) as originally described and outlined by Eccles et al. (1983) because the study included adolescents.

The proposed theoretical model created by Eccles et al. (1983) depicted how an individual's expectancies and values shaped and possibly interacted with each other to generate motivation (see Figure 1). Within this model, the expectancies and values are shaped by multiple factors which can include one's cultural background, a child's individual goals, the beliefs of the child's teachers and parents, and a child's past experiences and memories of completing a task. Eccles et al.'s (1983) model demonstrates how if a student expects to be successful at a task, they will be more likely to actively participate in the task, and as a result have a positive experience with the task. This positive experience motivates the student to be more likely to participate in a similar task in the future, which continues in a cyclical manner where expectancies, values, and experiences feed into and influence each other.

The expectancy-value theory posited by Eccles et al. (1983) introduced a new approach or way of thinking about reading motivation and its development among children and adolescents. Wigfield et al. (2006) asserted that the task values are developed across childhood, and can be seen as distinct constructs in children as young as six. Development over

Figure 1

The Expectancy-Value Theoretical Model (Eccles et al., 1983)



time as it relates to the expectancy-value theory has been specifically explored by Wigfield et al. (2016). Wigfield and colleagues asserted that the task values first show up in the interest children display for certain toys and activities, with children picking certain activities or toys over others. Specific interests usually begin as malleable, but become stable over time and by adolescence when students start to recognize usefulness and importance in various tasks and begin to identify what they value.

After task values are more solidified, it has been determined that competency beliefs come into play. Competency beliefs are how an individual sees themselves achieving something, and is a tenant of the expectancy-value theory (Wigfield et al., 2016). A student could have a high belief in their ability, or competence, or a low belief. What Archambault et al. (2010) found

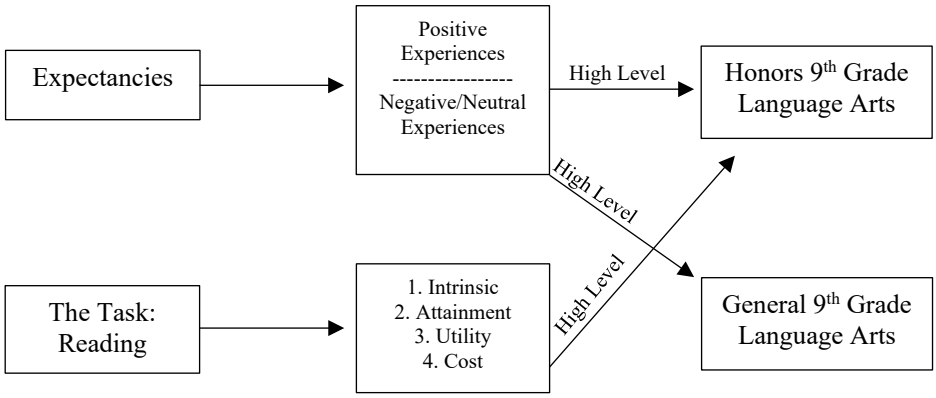
was that competence beliefs declined most strongly in students of lower socio-economic status, so it is important to explore the aspects of social and cultural influences and the impact these have on reading motivation more closely. It is important to remember that within the expectancy-value theory it is hypothesized that the four different components of task (attainment, utility, intrinsic, and cost) might all be working differently within the individual student based upon his or her own personal development and interests.

While the topic of reading motivation among adolescents has been previously examined (see Cantrell et al., 2017; Pitcher et al., 2007; Wolters et al., 2013) the connection between the motivation to read and how 9th grade students make course enrollment decisions based on their expectancy for success and the values they display towards the differing readings tasks associated with either a 9th grade honors or general education language arts course has not yet been explored. Understanding more about what motivates and influences language arts course enrollment decisions made by 9th graders can assist parents, teachers, and counselors in how best to motivate and encourage these students to reach their fullest potential.

To explore this concept more fully, I created a new proposed model, that utilized and extended Eccles et al.'s (1983) model as a guide (see Figure 1), to provide a visual representation of how each of the expectancies and task values were hypothesized to fit together for the specific purpose of looking at reading motivation as it relates to course selection and enrollment (see Figure 2). On the top left side of this figure, the expectancies of the expectancy-value theory are listed with the anticipated predictions of course enrollment decisions of the 9th graders. These expectancies include either negative, neutral, or positive past experiences students that students have had that are associated with reading. In my proposed model, I reasoned that if a student has

Figure 2

Hypothesized Interaction of Motivational Constructs in Expectancy-Value Theory in Relation to Reading Motivation and Course Choice



had a negative or neutral experience with reading in a previous course, he/she will likely have lower expectancies regarding their ability to complete assigned reading tasks successfully and therefore will be more likely to select a general education 9th grade language arts course. It is assumed this may be due to the fact that a student believes a general education course will require less reading (the task) and he/she expects to be more successful with the type and amount of reading that will be assigned in the general education course instead of an honors language arts course.

On the other hand, there is also the idea that if a student has had positive experiences with reading, he or she will likely exhibit positive expectancies, and he or she will be more likely to select an honors 9th grade language arts course because they feel successful about their ability to complete the task (reading) and expect to be successful with the amount and type of reading assigned in that course. Expectancies function in this model based upon the idea that individuals have a range of experiences that are either positive or negative, and those experiences cycle back

into how the individual expects to perform in the future (Eccles et al., 1983; Wigfield & Cambria, 2010). If a student expects to have positive experiences with reading, then he/she will likely gravitate towards an honors language arts course, but if a student expects to have a negative or neutral experience with reading, he/she will likely select a general education language arts course.

Next, the reading task values in this proposed model are divided into the four task values (utility, attainment, cost, intrinsic) proposed by Eccles et al. (1983). Figure 2 also portrays the close relationship between the intrinsic and attainment values, which is also based upon previous research (see Wigfield, 1994). As a specific example, Nagy et al. (2006) found that students with high intrinsic, cost, and attainment values for the topic of science were more likely to pick an advanced science course. Based on this Nagy et al.'s research, it is assumed that the same would be true for a language arts course. If a student has higher expectancy along with high attainment, cost, utility, and intrinsic task values, then the student will be more likely to select an honors 9th grade language arts course.

If students intrinsically enjoy reading and writing, they will likely select an honors language arts course because of the expected enjoyment that might result from engaging in reading assignments and activities. Furthermore, if students have a high attainment value, they will likely select the honors course over the general education course because they expect to improve or get better at reading and writing, and so they are willing to accept the time and coursework required to do so. As it relates to cost, an honors language arts course will require more time and work, and as a result, this particular course has a high cost value for reading. Completing more rigorous reading tasks often "limits access to other activities" (Wigfield & Eccles, 2000, p. 72). Because of the sacrifice being made to complete more rigorous assignments

and the time spent on reading homework assignments, the high cost value might lead many students to select the general language arts course.

When it comes to the utility task value, Figure 2 depicts how a student with a high cost value towards the reading task and the language arts course generally, might be more likely to enroll in an honors language arts course as well. This is because if the student demonstrates a high value for the utility, or the usefulness of reading and writing, then he or she is likely to enroll in an honors language arts course in spite of the cost. If the student doesn't see the usefulness of reading, then perhaps he or she will likely choose the general education course. Many students see reading as being a part of their future plans, or they see its utility value. However, all students are required to be in a general language arts course even if they do not see reading as being necessary for their future.

It's important to remember that individuals are complex and there are a variety of influences impacting decisions about high school coursework. Because of this, each student will most likely have a combination of varying levels of expectancies and task values that will influence their course enrollment decisions. The purpose of this hypothesized model included in the current study was to determine if there are patterns students follow based on their expressed expectancies and values towards reading and their course enrollment decisions. Understanding student motivations around reading, and comparing the motivation of students who enroll in an honors or general education language arts course can provide some meaningful information for teachers, school counselors, and parents who are influential in the course enrollment decisions made by 9th graders. The expectancy-value theory also provided the framework for the research questions employed in the proposed study.

Research Questions

The following research questions were employed in the current study:

1. How do 9th graders rate their motivation to read?
2. Do the overall motivation scores vary for 9th graders enrolled in general education and honors language arts courses?
3. Is there a relationship between the constructs of reading motivation as defined by the expectancy-value theory (e.g., expectancies and the values of utility, intrinsic, attainment, and cost) and course selection/enrollment decisions?
4. How do students enrolled in 9th grade general or honors language arts courses describe their reading motivation and the influences of their course enrollment decisions?

CHAPTER 3

Methods

The purpose of this study was to look at the relationship between students' reading motivation and their course enrollment decisions. Specifically, I was interested in learning more about how students values towards reading correlated or influenced their course enrollment in either a 9th grade honors or general education language arts course and the reasons behind these decisions. In this methods section, I describe the participants, setting, measures, study procedures, research design, and the data collection and analysis procedures.

Participants

Because this is a mixed methods study, there were two groups of participants. First, there was a group of 9th graders (N = 118) who completed the survey and provided the quantitative data collected in this study. These 9th grade students (ages 14–15) were attending Westwood High School (pseudonym). In 2018–2019, student enrollment at Westwood High School was approximately 1,800 students with 500 of these students being 9th graders. The demographics of the students who completed the survey reflected the student demographics for the entire school which were identified as Latinx (15%), Black (2%), White (81%), Hawaiian (1%) and Other (1%) students. The participants were 48% female and 52% male. Around 32% of the students at this school were eligible for free lunch and 6% qualified for the reduced lunch program (Public School Review, 2020).

There were three teachers who taught 9th grade at Westwood High School who agreed to have their classes be part of the study. All three of these teachers were certified and licensed as public school teachers in the state where the study was conducted. Two of the teachers had been teaching at the current high school for three or more years, while one teacher was starting her

third year at the school. Of the three teachers who participated in the study, two teachers taught both general and honors language arts classes, and one teacher taught only general education language arts classes during the 2019–2020 academic year. These 9th grade teachers agreed to let me introduce the survey to the potential participants who were students in their classes, and then return to their class a week later to administer the survey. Only 9th graders (N = 210) from seven of the fourteen 9th grade language arts classes at Westwood High School were included as potential survey participants because the remaining 9th grade language arts classes were taught during the same time I taught my 10th grade language arts classes.

Next, following the collection and analysis of the survey data, purposive sampling (Merriam, 2009) was used to identify six participants from within the group of survey participants to complete the qualitative portion of the study. The specific type of purposive sampling that was employed was criterion sampling, which is where participants are identified because they meet predetermined and specific criteria (Bloomberg & Volpe, 2019). For this study, participants needed to meet the following criteria in order to be included in the sample of interview participants: (a) participants needed to be attending 9th grade at Westwood High School, (b) participants needed to be enrolled in either general or honors language arts, (c) participants needed to fit into a category of students reporting a high, medium, or low motivation score (see score ranges introduced later), and (d) participants needed to be recommended by their teacher as a good interview candidate. A good interview candidate was defined as a student who would be comfortable and willing to share their ideas in a taped interview.

There were two interviews with each of the participants. The purpose of these interviews was to gain more in-depth information about the reading motivation and course enrollment decisions of students enrolled in either a 9th grade honors or a general education language arts

class. Students who represented a specific range of reading motivation scores on the *Expectancy-Value Reading Questionnaire* (EVRQ) which included students with a high, medium, and low reading motivation score were possible participants. Once reading motivation scores on the EVRQ were calculated, one student was randomly selected from the students enrolled in an honors course based on their reported high EVRQ score, another student with a medium EVRQ score, and another student with a low EVRQ score. The same was true for the group of students enrolled in the general education language arts course. There was one student randomly selected with a high EVRQ score, one with a medium EVRQ score, and one with a low EVRQ score. This grouping arrangement allowed for a group of participants who reported high, medium, and low motivation and participants who were representatives of students from either an honors or general education language arts course.

The lowest possible score on the EVRQ was a 13, and the highest possible score was a 52. In order to determine groups of high, medium, and low reading motivation, the range of scores (13 through 52) were divided into three categories. These three categories were identified as follows: high reading motivation (score between 40–52), medium reading motivation (score between 26–39), or low reading motivation (score between 13–25). These categories were not based on an equal distribution of scores, rather on where groups of scores clustered. Three of the students were enrolled in an honors language arts course and the other three were enrolled in a general education language arts course. Of the three enrolled in the honors language arts course, one was identified as having high reading motivation, one was identified as having medium reading motivation, and one was identified as having low reading motivation. The three students enrolled in the general education language arts course also had one student who reported either high, medium, or low reading motivation.

Six students were contacted about participating in the interview portion of the study and all agreed to be a part of the study. All the interviewee participants were White, with two females and four males. Each participant was given a pseudonym to maintain student anonymity. The six interview participants were Sierra, Carson, James, Liam, Olivia, and Isaac. Each of these interview participants will now be described.

Sierra was the first interview participant. Sierra was in a general education language arts class and she scored a 22 on the EVRQ, the survey used to measure a student's reading motivation. A score of 22 was considered low reading motivation. Sierra was an active participant in many different activities and organizations at the high school. Her mother worked at the high school where Sierra attended. Sierra was diagnosed with dyslexia in elementary school, which seemed to have a huge impact on her perceptions about her competence and her feelings related to reading. Sierra was enrolled in no honors classes at the time of the study and didn't express interest in enrolling in an honors course. Sierra displayed an outgoing personality and had no problem sharing her feelings about reading. She provided a good understanding of her personal reading motivation, and her course enrollment decisions.

The second interview participant was Carson. Carson scored a 39 on the EVRQ and was also enrolled in a general education language arts class. Carson's EVRQ score placed him as the medium reading motivation range. Carson spent most of his free time doing motocross and BMX sports. He also enjoyed architecture and math, which is what he envisioned as being part of his future career. Carson was enrolled in an honors math class which was the only honors course he was taking at the time of the study. Carson was well-spoken and articulate in his interview and took the time to provide thoughtful and genuine responses.

James was the third interview participant. He reported a score of 48 on the EVRQ which is considered to be a high reading motivation score. James was enrolled in a general education language arts class. His current interests and future career aspirations were deeply tied to reading, as he wanted to become a writer or published author. James acknowledged how he considered reading to be important in his future career path to become a writer but did not necessarily see reading as an enjoyable activity. James was somewhat reluctant to answer questions in the first interview but opened up considerably in the second interview.

Liam was the fourth interview participant and he scored a 24 on his EVRQ, which was considered to be a low reading motivation score. Liam was enrolled in an honors language arts class. Liam participated in cross country and track and enjoyed spending most of his free time on those hobbies. Liam was enrolled in only one honors class during the time of the study, which was the language arts course. Initially, Liam was shy, but soon opened up to be warm and friendly during the interview and even made a few jokes during his interview.

The fifth interview participant was Olivia, and she reported a score of 37 on the EVRQ, which was considered to be a medium reading motivation score. She was enrolled in an honors language arts class, as well as enrolled in all honors courses for all of her core classes, including history. Olivia was initially reserved and shy in the interview but displayed dedication to her studies. Olivia participated in Future Farmers of America (FFA), and enjoyed spending her free time with animals, working on her grades, and preparing for FFA events. Because of Olivia's shyness, she took time to answer the questions, and usually tried to answer them as succinctly as possible.

Lastly, Isaac was the sixth interview participant. Isaac scored a 49 on the EVRQ which was considered to be a high reading motivation score. He was enrolled in an honors language

arts class. Isaac had high academic goals and had a goal to be the valedictorian of his graduating class. He was enrolled in all honors classes, and he was also taking an AP history class. Isaac was involved in the school's band and played multiple instruments. He also enjoyed playing video games in his free time. Isaac was outgoing and very open about his feelings about reading and his reading motivation.

As the researcher, I was not one of the teachers or students involved in the study, but as Yin (2016) explained, the researcher becomes a research instrument when conducting a qualitative research study. Because qualitative data was collected in this mixed method study, it's important to remember that the researcher brings his/her own lens to the data analysis and the interpretation of the data is based upon his/her background and experiences. Thus, the researcher's background is essential to understanding how the qualitative data was perceived and analyzed. As the primary researcher in the current study, I am an English-speaking, White female who has worked at Westwood High for the past three years. As a high school student I took two advanced placement language arts classes. I have taught 10th and 11th grade general education languages arts courses, and an 10th grade honors language arts course. While teaching these different courses, I have noticed the varied reading motivation among my students that seems to influence their course decisions and decided to examine this process at a deeper level.

Setting

This study took place in a suburban public high school in north central Utah known as Westwood High School (pseudonym). Westwood High School services middle to lower income families and enrolls students in the 9th through 12th grade. The 9th grade was the targeted grade for the current study because these students were just entering high school and were at what could be considered a pivotal time in their high school career where they were making decisions

about the courses they could self-select and when they were given opportunities to select between general education and honors courses for the first time. The study was conducted during the second semester of the participants' freshman year of high school (9th grade), after most teachers had completed at least one instructional unit. An instructional unit typically lasts from six to eight weeks. At this point in the year, the students were into their second unit, or perhaps even third, depending on the pacing of the teacher.

The course descriptions for the 9th grade honors language arts class and the general education language arts class provide an idea regarding the instruction that was taking place and demonstrated dramatic differences between the scope of each course and the instructional goals for each of these classes. The 9th grade general education language arts course description was as follows: "This course covers all phases of English, including grammar, composition, writing, and literature." The 9th grade honors language arts course description was as follows:

> Honors English 9 is an intensive year-long course and is designed to fit with the entire Honors Program. The course will focus on writing with an emphasis on incorporation of grammar, usage and skills in the process of writing. Essays will take the form of the state core. Literary movements, major authors, their important works will all be studied. This class is advanced, so the student must be motivated. A competency test will be given during the first week of class.

Both courses focused on standards and elements required by the Common Core State Standards (see National Governors Association Center for Best Practices, Council of Chief State School Officers, 2010), while the 9th grade honors language arts course description provided more details that extended beyond these required standards, including reading different novels

than what were typically assigned in 9th grade, and emphasized advanced literary devices as well as an increased focus on generating motivation for students to read and write.

Within the 9th grade honors language arts classes, students were required to read and study *Huckleberry Finn*, *Romeo and Juliet*, and *To Kill a Mockingbird* as their main texts. In the 9th grade general education language arts classes, students read and studied *Romeo and Juliet* and *Animal Farm* as their main texts. Both classrooms included additional instruction units on poetry, grammar, novel studies, and writing. Each of these units stemmed from a curriculum plan designated by the school district and were aligned with the Common Core State Standards.

Measures

There were two measures used to collect data in the current study. The first was a reading motivation survey entitled the *Expectancy-Value Reading Questionnaire* (EVRQ). This survey was employed to understand more clearly how 9th graders rated their motivation to read, as well as to determine any relationships between reading motivation theoretical constructs and course enrollment decisions. The other measure included two semi-structured interviews with open-ended questions. The semi-structured interviews focused on understanding how 9th grade students in general and honors language arts classes described their reading motivation and course enrollment decisions. These two measures will now be described in greater detail.

EVRQ Survey

The EVRQ (see Appendix A), was the survey used to gather information about 9th grade reading motivation and course selection decisions to determine overall reading motivation and any correlations and relationships among these two factors. I created the EVRQ survey by merging and combining information from two other surveys that have been heavily used in studies exploring motivation. The first survey was the *Motivations for Reading Questionnaire*

(MRQ) created by Wigfield and Guthrie (1997). Based on analyses conducted by Unrau and Schlackman (2006) and Baker and Wigfield (1999), the scales I used from the MRQ to inform the EVRQ were at or above an acceptable reliability score of .70 (Cronbach, 1951). The wording from the four-point Likert scale used to capture participant responses on the MRQ was the same wording used for the four-point Likert scale used in the EVRQ to capture student responses.

The second survey I consulted was the *Self- and Task-Perception Questionnaire* (STPQ) created by Eccles and Wigfield (1995). Eccles and Wigfield conducted both an exploratory and confirmatory factor analysis on the STPQ and found the psychometric analysis of the questionnaire to be quite good. The EVRQ is based most heavily on items from the STPQ. Eccles and Wigfield's survey was based on the expectancy-value theory (same as the current study), but the emphasis on the Eccles and Wigfield questionnaire was on math instead of reading motivation. The EVRQ employed ten of the same items from the STPQ (Eccles & Wigfield, 1995), but the term "math" was switched to "language arts."

Additionally, the STPQ (Eccles & Wigfield, 1995) did not include questions about cost, so two additional items were added to the EVRQ, as well as additional questions related to expectancies (e.g., reader identity and past experiences with reading) were also added to align with the theoretical framework used in the current study. These items were included on the EVRQ to determine the types of experiences, either good or bad, that the participants had related to reading because these types of questions were not included or addressed in the STPQ (Eccles & Wigfield, 1995), but were seen as important in the current study. Each of the 13 questions on the EVRQ survey corresponded with either a task value (attainment, cost, intrinsic, or utility), or to the expectancies (reader identity/past experiences) as identified in Eccles et al.'s (1983) theoretical model of reading motivation (see Figure 1).

It was determined that 13 questions would be sufficient because it would not be too many questions to answer, but the number and content of the items would be sufficient to delve deep enough into each category or concept being studied (value or expectancy). Participants responded to the EVRQ survey using a four-point Likert scale where 1 equaled "Very Different From Me," and 4 equaled "A Lot Like Me." A Cronbach's Alpha test of reliability was conducted to determine the reliability of the EVRQ. The result of Cronbach's Alpha was .76. According to Cronbach (1951), a reliability of .70 or higher is needed before the reliability of the instrument can be verified. See Appendix A for the EVRQ survey in its entirety.

Semi-Structured Interviews

There were two semi-structured interviews held with each of the six interview participants. The first interview was held soon after the administration and analysis of the survey and the second interview took place a couple weeks after the first interview. The purpose of both interviews was used to gather additional information from these students. Semi-structured interview questions were based on students' responses on the EVRQ, as well as additional clarification questions. The two interviews lasted approximately 30 minutes for each participant. Both interviews were audio-recorded and written transcriptions were immediately made of the interviews. The interviewees were asked questions using the semi-structured format outlined by Bernard (2011). Bernard (2011) states that a semi-structured interview "is open-ended but follows a general script and covers a list of topics" (p. 203). The topics and general questions used during the semi-structured interviews are included in Appendix B.

Procedures

Permission to complete this study was obtained from Westwood School District (pseudonym), the principal at Westwood High School, and the teachers involved in the study.

Prior to data collection, approval for this study was also obtained from the Institutional Review Board (IRB) at Brigham Young University. I visited the 9th grade language arts classes to explain the study before it began. At that time, each participant was given an assent form to sign and a parent permission form to bring home for the parents/guardians to sign indicating approval for the student to participate in the study. All IRB forms and materials are located in Appendix C. When explaining the study, the student assent form was read aloud to the potential participants at the end of the students' language arts course. This explanation took around 5–10 minutes, which included information regarding both the survey and interview portion of the study.

Administration of Survey

I returned one week after the introduction to the study to administer the EVRQ survey at the beginning of each language arts class. The survey took 15 minutes of class time for the participants to complete. There were 151 surveys administered in total. Of those 151 surveys, 118 students returned a signed assent form and parental permission form and these surveys were included in the study. This is a response rate of 78%. After each survey was completed, the participants that returned their EVRQ, along with the assent and permission forms, received a mini candy bar to compensate for their time and effort. Each survey was entered into SPSS using a number that corresponded with each participant to maintain anonymity and confidentiality.

Administration of Interviews

After the EVRQ data was collected, six students were identified as potential interviewees. These students were chosen because of their reported reading motivation being either low (scoring between 13–25 on the EVRQ), medium (scoring between 26–39 on the EVRQ), or high (scoring between 40–52 on the EVRQ). Six students were identified as fitting these categories of motivation and because they were enrolled in either an honors or general language arts course at

the targeted high school. This high school and these 9th grade classes represented the bounded system that is needed in a multiple case study.

Two separate interviews were conducted with each interview participant to encourage the abundance of data needed to answer the fourth research question. Each interview lasted approximately 30 minutes. Prior to each interview, I explained what would happen in the interview by reading the assent form to the participants. The participants were then asked to sign the assent form (see Appendix C) and then to take the parent permission form home for parents/guardians to sign (see Appendix C). At this time, interview appointments were also established with each participant. The time and day was selected by each participant, which ended up being either right before or after school. The interviews took place in my classroom as it was a convenient location but also not in a classroom where these students were enrolled in a class. Moreover, as the researcher, I did not divulge to others that these students were participating in a study or the contents of the interviews with anyone.

When each participant came in for the interview, their interview was recorded using an iPhone voice memo. The semi-structured interview questions (see Appendix B) and the individual EVRQ surveys from each of the six participants were used during the two semi-structured interviews. Once the interviews were completed, each participant received a $5 gift card to a local beverage store to compensate the interview participants for their time and effort. After the first interview, follow-up interviews were conducted with each of the six participants. Before the second interviews, additional questions were created based on the first round of interviews and after another review of each individual EVRQ survey. For the follow-up interviews, the participants again selected the time/day to be interviewed, and the interview was

recorded using an iPhone with transcripts being made using the same procedures in the first interview.

Research Design

This study employed an explanatory mixed methods design (Creswell & Plano Clark, 2010) which included the collection and analysis of both qualitative and quantitative data. More specifically, this study used a sequential explanatory design, as outlined by Ivankova et al. (2006). Sequential explanatory designs are executed in many different ways when it comes to the decisions made by the researcher related to the implementation, prioritization, and integration of the qualitative and quantitative data. Implementation refers to the different kinds of data that were collected, and the order in which they were analyzed. Priority is defined as the priority or emphasis given to the two types of data, or in other words making intentional decisions prior to the beginning of the study about whether the qualitative or quantitative data will receive greater priority in the study. Finally, integration refers to how the qualitative and quantitative data were connected and merged in the reporting of the findings (Creswell, 2007).

This study's sequential explanatory design involved collecting quantitative data using the surveys and analyzing it prior to the collection and analysis of the qualitative data. The quantitative data was collected using the EVRQ, while the qualitative data consisted of two semi-structured interviews with each of the six identified participants. The priority of data within the current study's sequential explanatory design was focused on the qualitative data, meaning the qualitative data held a greater priority than the quantitative data. This decision was made due to the lack of qualitative studies that have been conducted thus far to explore reading motivation in adolescents. The quantitative data was used to gain a general understanding of how 9th graders rated their motivation to read and to help the researcher to identify 9th graders with high,

medium, and low reading motivation. The qualitative data was gathered to provide a greater depth of understanding about reading motivation and course enrollment decisions.

Data Collection and Analysis

As this study is a sequential explanatory mixed methods design, there were two forms of data which included the EVRQ survey (quantitative), and the participant interviews/individual survey responses (qualitative). The analysis of both quantitative and qualitative data followed the process outlined in Creswell and Plano Clark's (2010) procedures for a mixed methods study where first the results from the survey were analyzed, followed by the analysis of the data collected from the interviews. I created Figure 3 to outline the procedures of the data collection. On the far-left side of Figure 3 is timeline of the current study, followed by an explanation of both the quantitative and qualitative study phases, the methods used for each phase, and finally, the data products collected from each form of data collected.

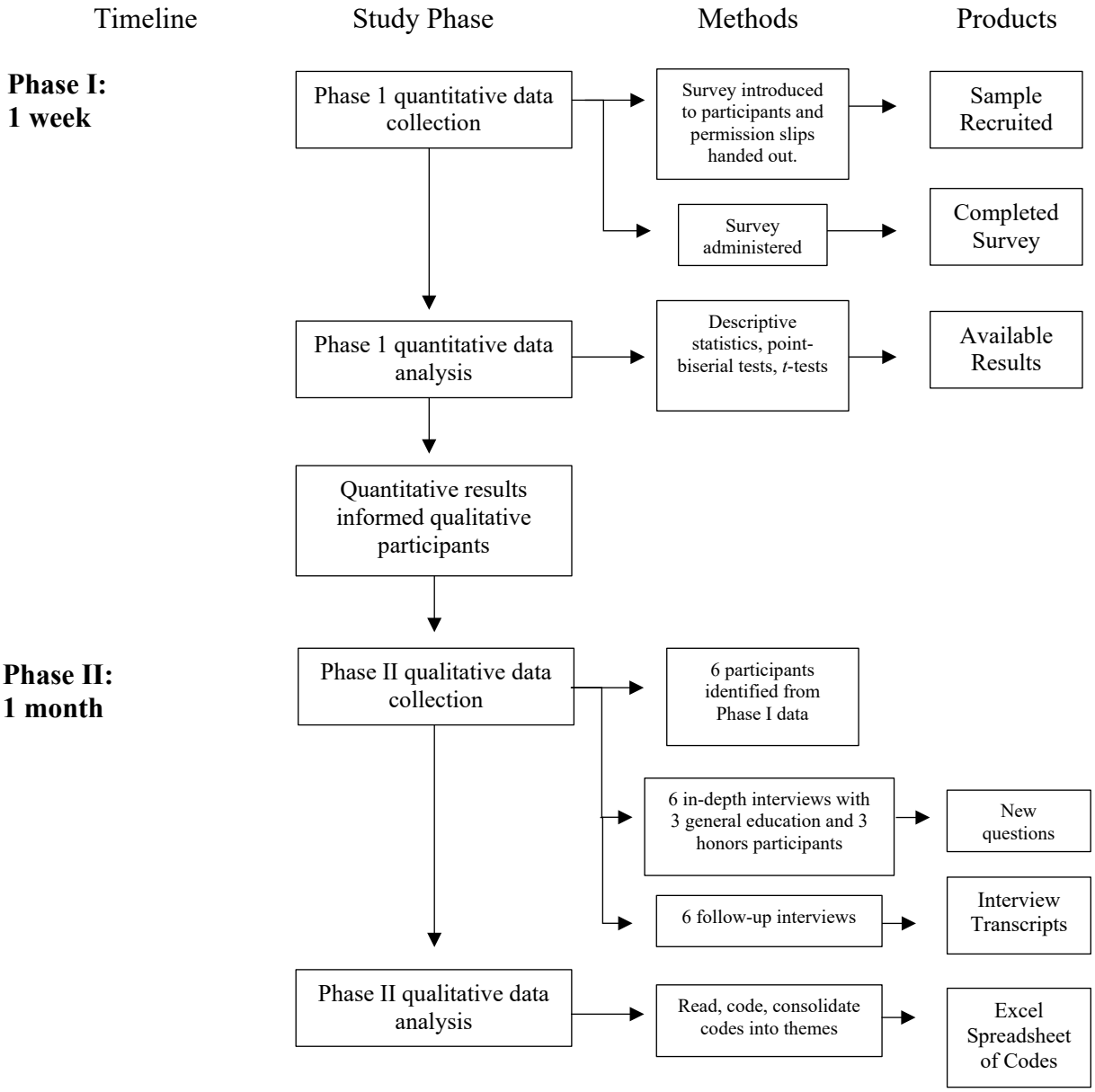
Quantitative Data Collection and Analysis

When analyzing the data, SPSS version 25.0 was used to produce both descriptive and inferential statistics. The first step in analyzing the quantitative data was to determine if the group variances were equal. A Levene's Test for Equality of Variances was conducted for the EVRQ in SPSS to determine if the assumption of group variances being equal was met. The results of this test were not statistically significant indicating that the group variances were indeed equal.

Second, the descriptive statistics were determined. The overall mean scores for all the items on the EVRQ were determined first for the full sample of participants to see how the 9th grade participants in this study rated their reading motivation as a whole, without separating the participants into either the honors or general education class groupings. This was the overall

Figure 3

Procedures Used for the Current Study's Explanatory Sequential Mixed Methods Design



mean score produced for all 13 items on the EVRQ. The standard deviations and the range for the overall mean scores were also reported. After this analysis, the item mean scores for each of the 13 items on the EVRQ were determined next, along with standard deviations and ranges for

these scores. Third, an independent samples *t*-test was conducted followed by an examination of the effect size of the *t*-test results. Next, a point-biserial correlation was used to determine if there were any relationships between reading motivation constructs and course enrollment decisions. Stanovich and Cunningham (2004) explained that "…correlational studies play an important role in the social sciences and education" (p. 30) and contributes to theory building and provides foundational information that can lead to more complex experimental designs and studies.

Qualitative Data Collection and Analysis

The qualitative data was collected and analyzed in order to learn more information about participant responses that were provided on the EVRQ survey, their past experiences related to reading, and the course enrollment decisions made by these students. A multiple case study was utilized to gather and explore the qualitative data. The type of multiple case study I used included more than one participant so I could explore and analyze commonalities and differences among and between the cases (Yin, 2009). This design made identifying and analyzing themes across the six participants possible. Multiple case studies are used "to contribute to our knowledge of individual, group, organizational, social, political, and related phenomena" (Yin, 2009, p. 4). A case study is a methodological approach that includes an in-depth exploration within a specific bounded system. This qualitative design gathers multiple forms of data and then analyzes these data to systemically gather information on how the system functions or operates (Stake, 2015). The three forms of qualitative data collected in the current multiple case study included the first interview with each participant, the second follow-up interview, and the individual EVRQ that each interview participant completed.

Within this study, triangulation was addressed for the qualitative data by what Patton (1990) described as "checking for the consistency of what people say about the same thing over time" (p. 1195). Following the recommendations made by both Denzin (1978) and Patton (1990), triangulation was achieved in the current study in the following ways: (a) methodological triangulation by collecting multiple forms of data including the EVRQ survey and two semi-structured interviews used to determine consistency in descriptions and experiences, (b) source triangulation by collecting data at different points in time and comparing the experiences of multiple students to invite different points of view, (c) data analysis triangulation by having multiple researchers code and analyze data separately and then have the same two researchers come together to discuss and generate themes collectively, and (d) member-checking done by participants once all the data was gathered to verify information from the first and second interviews and to ensure the data was accurate and reflected the ideas and experiences expressed by participants.

Creswell's Data Analysis Process. The interviews were analyzed using a data analysis process outlined by Creswell (2012) that includes the identification of codes and then ultimately identifying the themes that emerge from the data. To provide clarity in the process used in the current study, Creswell's (2012) process is described next. First, the researcher should read and review the responses collected from each interview 2–3 times in order to gain familiarity with each case. During the next reading, the researcher is reading the interview data through the lens of the theoretical framework in the study, and in the next reading, the emphasis is centered on the specific research question. In the fourth or fifth reading, text segments are underlined, and codes are assigned to these segments. Creswell suggests using a program or something similar to organize and keep track of the codes for each participant interview. In the current study, the

Excel program was used to organize the data and the codes. Each question from the EVRQ was entered into the Excel spreadsheet, followed by each interviewee's response, and finally a code was assigned for each of the responses or group of responses made by the interviewees.

Next, Creswell's (2012) process requires that a reading take place so that similar codes found within each interview can be grouped together. After the codes for each interview are identified and grouped, another reading takes place to read and review the codes across participants. This cross-case analysis is important to determine the themes that emerge from the data. It is recommended that there be no more than 6 to 10 themes. The themes are intended to generate new ways of thinking about the phenomenon.

Coding the Data. In this section, I will now discuss the data analysis procedures that were employed in the current study using Creswell's (2012) process to guide the analysis. For triangulation purposes, it is important to have two readers. In the current study, I served as one reader and the chair of my thesis committee served as the second reader.

First, the chair of the thesis committee and I read through the interviews separately. The data collected from these interviews were read multiple times to first gain a general sense of the data and to gain familiarity with each case. During the third reading, the data was coded based on the theoretical framework. During the fourth reading, the chair of the thesis committee and I underlined portions of the text (separately) that were relevant to the fourth research question, "How do students enrolled in 9th grade general or honors language arts classes describe their reading motivation and the influences of their course enrollment decisions?"

Codes were created for each of these underlined segments (again separately). The codes provided descriptions of what was taking place and signaled reoccurrences or patterns within each of these interview data, as well as words and phrases that were related to the fourth research

question and the theoretical framework. These codes were then organized and put into the Excel spreadsheet to provide a clear list of the codes, and the phrases or sections of the interview data that corresponded with the codes. After preliminary codes were established, they were reduced so that there was no overlap or redundancy of codes (Creswell, 2012). Finally, the chair of the thesis committee and I met together to discuss the data analysis procedures and to review each of the codes. The codes were considered and reconsidered by both of us until agreement was reached for each of the codes and code names. The coding discussions produced an average of 45 codes per interview, which were then combined and narrowed down to the common codes that were recurrent across all cases. The Excel spreadsheet was updated to reflect these changes and to include the decisions made from the discussions held between the chair of the thesis committee and me.

Determining Themes. After the coding was completed and discussions were held to determine final codes, the chair of the thesis committee and I met together again to discuss the codes found within each case and to determine patterns in these codes across cases to determine themes. These discussions lasted for 2–3 hours each day over the course of three days. As themes emerged from the data, codes were grouped under each of the possible or potential themes. See Appendix D for examples of the codes that were grouped under the potential theme, "Identity as a student." After repeated analysis, this potential theme was eventually merged with another potential theme and renamed.

Once the final codes were determined and possible themes were outlined, and after much discussion the themes were consolidated from ten to six themes. This process was done by looking at the codes under each of the themes to determine if there was any replication. It was important that each theme represented a distinct topic or concept and that the theme represented

the collection of codes fully and completely. When there were multiple common codes between themes, the themes were deleted, merged, and/or renamed. Once the thesis chair and I reached the final six themes, further attempts to consolidate these themes were attempted, but the themes were too distinctive from each other to combine or delete any further. At this point, the two researchers knew that the data analysis was exhausted and complete. The final six themes that emerged from these data included the following: (a) reader identity, (b) perceived competence, (c) cost and choices to read, (d) conflicting feelings and emotions about reading, (e) perceived reading usefulness and expectation of reading in life, and (f) course selection (see Appendix D).

Integration of Qualitative and Quantitative Data

The last step in the data analysis process (see Creswell & Plano Clark, 2010) for conducting and analyzing a sequential explanatory mixed methods design is to interpret and determine any relationships between the qualitative and quantitative data analysis results. It is important to integrate the findings that emerged from both phases of the study. This integration was completed by reviewing the results of the survey, as well as the results of the individual surveys and the interviews. Next, my thesis chair and I determined if and how the results of interviews helped to explain the results of the surveys. This was done by looking at the coding and themes that emerged from the qualitative analysis of the interviews and determining how and if they helped to explain the findings from the surveys.

CHAPTER 4

Results

The purpose of this study was to better understand how 9th graders made course enrollment decisions and how the values and expectancies as defined by Eccles et al.'s (1983) theoretical model explained their reading motivation. In this chapter, the results from the study will be shared beginning first with the quantitative data gathered from the EVRQ. The results of the quantitative data analyses are presented next. I begin with the descriptive statistics, followed by an independent samples *t*-test to determine if there were any differences in reading motivation between groups based on language arts course enrollment, and ending with a point-biserial correlation test to determine if there are were any relationships between the expectancies and values and the likelihood a student would choose to enroll in an honors or general education language arts course.

Next, I present the results of the qualitative data analysis which were conducted following the analytical procedures outlined by Creswell (2012). These findings stemmed from the codes and the themes that emerged from the three forms of qualitative data that were collected. These included two semi-structured interviews and each interview participant's EVRQ responses. This data was compiled and analyzed using a cross-case analysis and by observing themes and patterns among interview participants. Finally, I share the findings that stemmed from the integration of the qualitative and quantitative data. The results for each of the research questions are chronicled below.

Research Question 1

The first research question asked, "How do 9th graders rate their motivation to read?" To answer this question, both descriptive and inferential statistics were utilized. There were 118 9th

grade participants that took the EVRQ with 75 of these students enrolled in an honors language arts course and 43 of these students enrolled in a general education language arts course. The EVRQ (see Appendix A) had 13 questions. Students were asked to respond to each question using a Likert scale ranging from 1 to 4. Each of the questions corresponded with one of the values or expectancies outlined in Eccles et al.'s (1983) theoretical model. Participants were prompted to answer questions about their feelings towards reading as a result of their own background experiences, or how a participant expected themselves to perform on a reading task. There were also questions related to how reading fit within the participant's identity, and the importance reading held in the lives of each student. Some questions had participants consider how useful they saw reading as being, whether this was in their everyday life, or their imagined future life. Participants were asked questions about their willingness to sacrifice other interests to read, and the choices related to their free time. There was also a question directed at finding out if students felt naturally compelled to read because reading was something they enjoy. Finally, participants were asked about their course choice to enroll in either an honors or general education language arts course. The lowest possible score on the EVRQ was a 13, and the highest score possible was a 52. Participant scores in the current study ranged from 22 to 51.

Next, the overall scale mean score for the EVRQ was computed as well as individual item mean scores, standard deviations, and ranges. The overall mean of the survey results was 38.94. This mean seems fairly high, signaling that the students selected more threes and fours than ones or twos on the Likert scale. One reason for the higher reading motivation score may be due to the fact that there were more honors students in the sample than there were general education students.

Each of the EVRQ item mean scores will now be addressed to explain how 9th grade students in this study rated their reading motivation. The individual item mean scores for each item on the EVRQ are reported in Table 1. The items were grouped together by either the expectancies or values outlined in Eccles et al.'s (1983) theoretical model (see Figure 1) and the range for each item was between 1–4 points each. The first set of questions (Questions 1, 6, and 11) were related to one's identity as a reader or their attainment for reading. Question 1 was, "The amount of effort it takes to do well in a language arts course is worthwhile to me." The item mean score for this question was 3.27, one of the higher item mean scores on the EVRQ when compared to other item mean scores. The next item, question 6, or "Getting good grades in language arts is very important to me," was the highest item mean reported on the entire EVRQ at 3.69. Finally, question 11 was, "I feel that, to me, being good at reading is very important." This item had a mean score of 3.15. These are relatively high means for all three of the identity-centered questions which demonstrates that the participants generally valued reading and made a deep connection with reading as part of their identity. The participants in this study seemed to be grade-oriented, and grades seemed to be an important part of their identity as well. As a result of these high item mean scores, participants were reportedly more motivated to read if grades would be impacted by this required reading.

The next set of questions (Questions 2 and 7) were on the topic of utility, or how useful the participants rated reading as being in their lives. Question 2 was, "Reading is very useful for my daily life outside school." The item mean for this question was 2.9. Question 7 was, "Reading is very useful for what I want to do after graduation and in my future career." The mean was 2.95. Both item mean scores for these items related to the usefulness of reading in the future and were relatively low in comparison to other EVRQ item mean scores. Reading could be

defined as school-based for some, while others might consider reading to be that of reading stop signs while driving with their family.

The next set of questions (Questions 3 and 8) dealt with feeling naturally compelled to read, or being intrinsically motivated. Question 3 was, “I like reading very much,” and had an item mean score of 2.79, which is also a lower mean score in comparison with the other items. The other question about the intrinsic value of reading was question 8, which read, “In general, I find reading very interesting.” Question 8 reported an item mean score of 2.88, which is slightly higher than question 3.

The next series of questions (Questions 4 and 9) dealt with what participants were required to give up in order to read, or the cost of reading. Question 4 was, “I choose to read over other activities because it is worth it for the grade I will get in my language arts course.” The item mean score for this was 2.31, which was the second to lowest mean score of the 13 questions. The other question dealing with giving up another activity in order to read was question 9, “I would often pick reading to do in my free time over other activities.” This item mean score was 1.99, which was the lowest item mean score of all the EVRQ items. These low item mean scores suggest that these 9th graders, on average, didn’t typically choose reading over other activities. This finding is compelling considering that in question 1, most students rated highly that they felt it was worth it for them to read for a good grade. Perhaps the participants in this study saw reading as valuable for a grade, but not a desirable free time activity to choose. These participants seemed to have a point or threshold that when met, the goal of working for a good grade was no longer worth it.

Course enrollment decisions and the feelings students reported about their performance in their respective courses were explored in the next set of questions. Question 5 was, “I think I will

do well in my language arts course this year," which reported an item mean score of 3.53. This is the second highest item mean score reported for the 13 questions. Question 10 was, "Compared to other students, I think I will do much better than other students in language arts this year," which had a mean score of 2.63. There was a sufficient number of students who were not entirely confident about their abilities to succeed in their language arts course when compared with other students. The timing of when the survey was administered (during the midpoint of the school year) allowed students to measure their performance in their current course and could compare their success with other students.

The final section of questions (Questions 12 and 13) asked participants about how their background experiences shaped their reading motivation. Question 12 was, "I am good at reading," which reported an item mean score of 3.44. Question 13 was, "I have had good experiences with reading," and reported an item mean score of 3.33. Both of these item mean scores were relatively high suggesting that these students had positive previous experiences with reading and in their courses.

An interesting discovery stemming from the analysis of the overall EVRQ mean and the individual item mean scores is that one's identity and the grades a person receives were more valuable than how useful participants found reading to be. While participants seemed to see the usefulness of reading, their main reading motivation stemmed from their desire to reinforce their own identity and success with reading.

Table 1

Combined Honors and General Education EVRQ Descriptive Statistics

Question	μ	*sd*
1 – The effort it takes to do well in Language Arts is worth it.	3.27	0.73
2 – Reading is useful.	2.9	1.04
3 – I like reading.	2.79	1.09
4 – I read to earn a better grade.	2.31	1.01
5 – I will do well in my Language Arts class.	3.53	0.62
6 – Good grades are important.	3.69	0.59
7 – Reading is useful for my future.	2.95	0.89
8 – Reading is interesting.	2.88	1.06
9 – I choose reading over other activities.	1.99	1.01
10 – I will do much better than other students in Language Arts.	2.63	0.82
11 – Being a good reader is important.	3.15	0.85
12 – I'm good at reading.	3.44	0.69
13 – I have good experiences with reading.	3.33	0.91

Research Question 2

The second research question was, "Do the overall motivation scores vary based on student enrollment in either a general education or honors language arts course?" To answer this question, an independent samples *t*-test was conducted to examine if there was a statistically

significant difference between the honors and general education students' EVRQ scores. Prior to running the *t*-test, the assumption is made that the variances of the populations from which different samples are drawn are equal. A Levene's test for Equality of Variances is recommended to assess whether this assumption has been met (Gastwirth et al., 2009). The results of this test were not statistically significant indicating that the group variances were indeed equal. The independent samples *t*-test results showed a statistically significant difference in the scores when comparing honors students (M = 40.22, SD = 7.07) and general education students (M = 36.69, SD = 7.68); $t(116) = -2.52$, $p = .013$.

The Cohen's d effect size for this analysis was d = .48. An effect size measures the magnitude of the effect of the statistical significance. The larger the effect, the stronger the effect size. According to Cohen (1988), the effect size reported in the current study represents a medium effect and suggests that 48% of the students enrolled in general education courses reported a mean score that was lower than the mean score reported for the group of honors students. A medium effect size suggests that even though there was a statistically significant difference between the motivation scores reported by students enrolled in a general education language arts course when compared to students enrolled in an honors language arts course, there may be limited practical significance and that other factors should also be considered.

Research Question 3

The third research question was, "Is there a relationship between the constructs of reading motivation as defined by the expectancy-value theory (e.g., expectancies and the values of utility, intrinsic, attainment, and cost) and course selection/enrollment decisions?" To answer this question, a point-biserial test was conducted to examine the correlation between task values and course enrollment decisions. A point-biserial correlation test was chosen because of the

dichotomous nature of the course enrollment variable, and the continuous nature of the motivation scores (Glass & Hopkins, 2008). One of the goals of the study was to determine if reading motivation was a determinant or not in the course selection process. Understanding more about the course selection process and how it relates to reading motivation can support teachers, school counselors, and parents alike in helping students in making these meaningful course enrollment decisions.

The results of the point-biserial correlation analyses are presented for reading motivation as demonstrated by the overall EVRQ score and course enrollment decisions as well as for each of the items on the EVRQ grouped by the expectancy or task value outlined in Eccles et al.'s (1983) theoretical model, which included attainment, utility, intrinsic, cost, and reader identity/past experiences. Results for these correlation analyses are presented in Table 2. Statistical significance was set at $p < .05$.

Results indicated that there was a positive relationship reported for all correlations run, but only two of these were statistically significant when the relationship between course selection, expectancies, and task values was explored. First, there was a statistically significant correlation between a participant's reading motivation based on their score on the overall EVRQ, and their course enrollment decisions (r_{pb} =.228, n = 118, p = .01). These results suggest that the higher the reading motivation students reported on the EVRQ, the more likely students were to enroll in an honors language arts course. It should be noted that utility and cost both approached significance and their potential influence should be considered further.

The attainment task value also indicated a positive correlation with course selection and this finding was also statistically significant. The attainment value is related to the importance a student places on doing well on a given task (Wigfield et al., 2016). There were three questions

Table 2

Correlations Between Reading Motivation and Course Choice

	Course Enrollment	Sig. (2-tailed)
Overall EVRQ Score	.228*	.01
Sample item related to Attainment • I feel that, to me, being good at reading is very important.	.297*	.00
Sample item related to Utility • Reading is very useful for what I want to do after graduation and in my future career.	.169	.07
Sample item related to Intrinsic • I like reading very much.	.125	.18
Sample item related to Cost • I would often pick reading to do in my free time over other activities.	.151	.10
Sample item related to Expectancies • I have had good experiences with reading.	.175	.06
	.144	.12

* $p < .05$

associated with attainment task value in the EVRQ, questions 1, 6, & 11. Question 1 stated, “The amount of effort it takes to do well in an Honors language arts is worthwhile to me.” Question 6

stated, “Getting good grades in language arts is very important to me.” Finally, question 11 stated, “I feel that, to me, being good at reading is very important.” This statistically significant positive correlation between the attainment task value and course enrollment decisions suggests that the more a student values doing well at reading and the higher they scored on the EVRQ on items related to the attainment value, the more likely they were to select an honors language arts course.

Research Question 4

The final research question of this study was, “How do students enrolled in 9th grade general or honors language arts courses describe their reading motivation and the influences of their course enrollment decisions?” This question was explored using a cross-case analysis of the participant interview data and the individual student’s EVRQ. This analysis was done to draw conclusions about how the participants described their reading motivation and how this motivation related to their course enrollment decisions in order to answer the fourth research question. The cross-case analysis approach was conducted to fill the gap in the current research pinpointed by Guthrie et al. (2005), who asked for more research studies that included qualitative elements in order to provide a deeper understanding of adolescent reading motivation.

The participant interviews revealed that 9th grade students in this study described their reading motivation in a myriad of different ways. Six themes emerged from the interviews and these were as follows: (a) reader identity, (b) perceived competence, (c) cost and choices to read, (d) conflicting emotions and feelings about reading, (e) perceived reading usefulness and expectation for reading in life, (f) course selection.

Interview Results

In this section, each of the six themes will be explored in detail, starting with an introduction to the theme, followed by an explanation of its importance, and concluding with an overall observation of patterns across the cases of individuals. In describing the findings and information gathered from the interviews, it is important to identify each participant as having either high, medium, or low reading motivation based upon their EVRQ score and whether or not each participant was enrolled in a general education or honors English language arts course. For this reason, each time a pseudonym is used, the reading motivation score (high, medium, or low) is included in parenthesis followed by the course enrollment (general or honors) for each participant so as to provide deeper context surrounding each participant and their responses. For example, Sierra reported low reading motivation based on her EVRQ score and was enrolled in a general education language arts course and so she is identified as follows: Sierra (low/general).

Reader Identity

The first theme that emerged from the data was reader identity. Wigfield et al. (2016) explained how being able to read successfully and effectively is very meaningful to students, and that this ability to read well helps students to identify more strongly as a reader. The model (Figure 1) created by Eccles et al. (1983) demonstrated how personal and social identities are determined by expectations of success (or lack of success) that come from previous experiences with reading. For example, if a student has done well at reading and in performing reading tasks in the past, these experiences add to or build a person's reader identity in positive ways. When students have struggled to perform or complete reading tasks, their reader identity is influenced more negatively, and as a result, the student will likely not want to repeat those experiences.

Thus, the concept of reader identity plays an important role in understanding adolescent reading motivation.

Wigfield et al. (2016) described reader identity as an expectancy, or how successful the students think they expect to be when it comes to reading. While the importance of the relationship between reading motivation and reader identity is not new, the interviews with the participants in the current study revealed that the participants had perceptions and misconceptions about what reading was that could have potentially impacted their reader identity. Findings surrounding how the 9th graders determined their reader identity included three subthemes which included how the participants viewed themselves as readers based on their previous experiences with reading, the encouragement they received from family and teachers, and their perceptions of other readers.

Am I a Reader? Each of the participants were asked during the interview if they identified themselves as a reader. Students seemed to rely on classroom and personal experiences that happened within past or current courses to determine their reader identity. For example, Sierra (low/general) was diagnosed with dyslexia while in elementary school. This diagnosis seemed to have severely impacted her reader identity and potentially her reading motivation. She said, “When I found out I had dyslexia I kind of gave up on myself.” Sierra recognized that her diagnosis with dyslexia changed her views on who she was and her expectations about reading. Sierra went on to explain how being diagnosed with dyslexia impacted her reading, “I just thought I don’t want to read, I don’t have any interest.” Sierra’s (low/general) desire for reading was changed after this experience. Sierra’s diagnosis had a serious effect on her, and demonstrated how in Eccles et al.’s (1983) model, the influence of how personal experiences

with reading will affect future expectations of success. This experience is also reflected in Sierra's EVRQ score, which was the lowest of the six participants.

Another student, Olivia (medium/honors), described how her reader identity had been shaped by her experiences with reading independently. She said, "It's just when I read I feel like my mind is all over the place and I can't focus on it, and I don't retain it very well." As a result of the difficulty to focus and comprehend, Olivia's (medium/honors) experience with reading seemed to be less than positive. Again, like Sierra, her negative experiences with reading, or the inability to focus while she read, had influenced her motivation to read and how she identified as a reader. She seemed less likely to identify as a reader because of the less than ideal experiences she had when reading.

Carson (medium/general) and Isaac (high/honors), reported more positive experiences with reading and as a result, identified more strongly as readers. For example, Carson (medium/general) said, "I identify myself as a reader because I like to read." The first thing Carson said that contributed to his identification as a reader was due to the enjoyment he had experienced while reading. Carson explained, "…and I read pretty often." How frequently Carson reads articulate the pleasure he received while reading which encouraged him to read more, which ultimately solidified his identity as a reader. When asked about his reading habits, Isaac (high/honors) said, "Well I read a lot, and aside from what is required to read for language arts." For Isaac, being a reader first meant the amount of reading he did may have helped him to identify as a reader, and then he clarified this statement by explaining that this is reading that he did by choice and not related to a homework assignment. Isaac concluded, "…and I enjoy that." To finish out his thought, he said, "So, I just put the effort into reading instead of having to be

told to do it." Here, we see how Isaac concluded that the energy he put into his reading, along with the enjoyment he got from reading, resulted in easily identifying himself as a reader.

Both Liam (low/honors) and James (high/general) only partially identified themselves as readers. Liam said, "Um, kind of just depends on the day," demonstrating the fluctuation he felt as a reader. He went on to say he was, "... in the middle of reading and not reading," suggesting that he was still undecided about his reader identity. Liam's comments seemed to show that he did not want to take the step of committing to being a reader or not. On the other hand, James (high/general) said the following when asked about how he identified as a reader, "Partially. Because I am more of a writer than a reader, but I still need to be a reader to be a writer." James (high/general) seemed unable to completely identify as a reader because he saw reading as only a stepping stone to his writing, which is interesting considering his high EVRQ score.

Another interesting finding that emerged from the data centered on the topic of reader identity was the lack of understanding some students demonstrated about what constituted as reading and what types of materials strong readers were found reading. Both Olivia (medium/honors), and Sierra (low/general) didn't realize that reading they did online using the internet was considered "real" reading. For example, Sierra (low/general) seemed surprised when she was told during the interviews that reading articles on the internet could be considered reading. Sierra reported reading political articles daily after school. These articles were unrelated to any school assignments. Sierra described that she would read one article that led to another and another. Her interest in the topic was the driving force behind the amount of time spent reading. After she was told during the interview that this was, in fact, reading, she then went on to identify herself as a reader. Likewise, Olivia said, "Of course we read stuff online all the time and in school, but that doesn't really count."

Understanding or misunderstanding what counts as reading and what it means to be a reader seemed to have influenced the reader identity of some students. This is important to note as this limited understanding may be influencing not only one's reader identity, resulting in reduced motivation for and time spent with reading that could ultimately produce positive experiences with reading. Helping students to see reading as being more than just reading the novels assigned in a course or reading a novel at home is imperative in helping students develop a more robust identity as a reader. This assumption is supported in the responses made by Isaac (high/honors) and Carson (medium/general). Isaac (high/honors) and Carson (medium/general) both quickly identified as readers, but the only reading they talked about was that done in novels. Because they enjoyed reading novels, and because this was the type of reading being fostered and encouraged in their language arts course, their identity as a reader was being solidified. Because Olivia (medium/general) and Sierra (low/general) had misconceptions about what counted as reading, and because they didn't think that online reading was real reading, this ultimately influenced and changed their reader identity. This finding is concerning as their reader identity (or lack of understanding their reader identity) seems to be impacting their reading motivation. If a participant does not see themselves as a reader, then they are less likely to continue reading and may be less motivated to continue reading.

Influence of Family and Teachers. Liam (low/honors), Isaac (high/honors), and Sierra (low/general) described experiences with people in their lives that assisted with, or perhaps hindered, the development of their reader identity. For instance, Liam (low/honors) described a previous teacher who influenced his perception about being a reader, "…with English I had a really good teacher in like 7th grade, so I kind of understood it better and it was kind of fun." Having a teacher that Liam connected with and understood seemed to shape his view about

reading for the better and ultimately seemed to influence his identity as a reader. Isaac (high/honors) also described how his grandpa loved reading. During the interview, he pulled up a book he was currently reading on his phone, and when he was asked about what app he was using, he said, "[It's the] Amazon Kindle. My grandpa really enjoys reading so he pays for all the books on it." Clearly, Isaac had encouragement to read from his grandpa, as well as access to reading materials that he might not otherwise have had. These opportunities provided by his grandpa seemed to not only encourage his reading, but likely shaped how he felt about being a reader himself.

Sierra (low/general) also had an experience with her mom that seemed to impact her reader identity. She explained, "Uh she [mom] recently, … bought all of me and my older sister the *Little Women* [books] because her mom bought it for her when she was younger." When asked if she had started reading the book, she said she had not because it was too long. For Sierra, this experience seemed to demonstrate her initial connection with reading and with her sisters and mother, but ultimately, she didn't read the books because they didn't align with her perceived ability; thus, her identity as a reader may have been impacted negatively because she was unable to access reading in order to experience the joint reading experience with her family. For these three participants, Liam (low/honors), Isaac (high/honors), and Sierra (low/general), their family members and their teachers seemed to influence their reading identity and possibly impacted their reading motivation as well because the students seemed to see how being connected with the people in their lives who encouraged reading was impacting their feelings about reading and their reader identity.

Other Readers. When sharing stories and examples of their personal experiences with reading and how these experiences related to their reader identity, perceptions of other students

with either stronger reading abilities or reader identities were shared by many of the participants, and these perceptions seemed to have deterred some participants from wanting to identify as a reader themselves. When asked how she would describe a reader, Olivia (medium/honors) explained it this way, "They [readers] are just very serious, and they don't see things with people. They don't notice if they are being mean to people…they just think that is how they are." This comment seems to suggest that Olivia (medium/honors) sees readers as people who aren't concerned about others' feelings. This was interesting because how a person treats others is not usually associated with the characteristics of a good reader, however, she shares the experiences that have likely shaped her view of readers. Similarly, Liam (low/honors) said, "…like it is kind of hard to be around them [readers] because they always have their book." Liam shares the difficulty of being around what he identifies as strong readers, and that the books these students were reading created a social barrier for him. He went on to say, "They are not very socially active which is kind of good and bad. And then they don't have as many social skills." Liam's comment demonstrates that he saw a connection between people who identify as readers and their lack of social skills, and while he said their social skills are both good and bad, he seemed to define readers as not having very good social skills. If more advanced readers are seen in a negative light by readers who are less motivated to read, then it may likely impact the desire some students have to be identified as a reader. Sierra (low/general) reiterated her desire to be disconnected to students who read a lot when she explained, "I don't know. I just want to say I'm different." Sierra wanted to differentiate herself from students who identified as strong readers, even if there were commonalities between her and them. In conclusion, Liam (low/honors), Sierra (low/general), and Olivia (medium/honors) didn't see reading (or the ability to read well or to read a lot) as being socially appealing. Thus, their reader identity was likely being impacted

because their experiences showed them that identifying as a reader or being a strong reader wasn't always a positive thing. If there is a negative view about readers, then feeling motivated to read or being identified as a reader is less desirable.

Ultimately, participants in this study described how their previous and current experiences seemed to shape their reader identity and ultimately their reading motivation. Regardless of their reported reading motivation or course enrollment, the participants in the current study demonstrated how their personal experiences have shaped them as readers. For example, having family or teacher support, and finding reading to be enjoyable seemed to allow the participants to see themselves as readers. On the other hand, frustrations and shortcomings associated with reading seemed to stop participants from identifying fully as readers. The participants also recognized that there were stereotypes associated with readers that seemed to influence whether or not they wanted to associate with other readers or identify as a reader.

Perceived Competence

The second theme that emerged from the interviews was *perceived competence.* Perceived competence in this context is defined as how the students believed they would do at reading or their ability to succeed at reading. The focus of the second theme relates to the attainment value which was identified as a task value in Eccles et al. (1983) expectancy-value theoretical model (see Figure 1). The attainment value is the importance of doing well on a given task (Wigfield et al., 2016). Perceived competence relates directly to attainment value because each of the participants had an idea of how well they thought they would perform on tasks related to reading because of previous experiences and/or grades they had received. For example, if a participant had received good grades in a language arts course, or were told they were a good reader, their perceived competence seemed to be quite high. The interviews revealed three

subthemes related to perceived competence. These included how the participants thought they were going to do on a reading task based on their experience in their language arts courses, their aspirations as a student, and the grades they had received or expected to receive.

Performance in Coursework. First, all the participants discussed their experiences and performance in their respective language arts courses, and how these perceptions influenced their perceived competence or ability to read. For example, Carson (medium/general) said, "In the past years I've struggled a little bit with language arts. Like I get the reading stuff, but I have a hard time with poems and stuff." Carson's perceived competence in language arts seemed to be directly related to the individual types of tasks that were required. These mixed experiences with language arts were also displayed in his medium EVRQ score. Carson separated the assigned material/tasks in his language arts course into two categories: reading and poems and stuff, indicating how he used his graded performance in these certain aspects of the course to determine his own ability.

In contrast to Carson (medium/general), some participants such as Liam (low/honors), Isaac (high/honors), Olivia (medium/honors), and James (high/honors) described more positive experiences related to their performance in their language arts courses that could have influenced their perceived competence. Liam (low/honors) mentioned that he had a fun language arts course in the previous year where he felt that he understood language arts concepts better than he had in the past. Because of the positive experience he had in this course and because he enjoyed the course content, he seemed to believe he would perform well on reading tasks. Liam also described how in comparison to "the other kids in regular English, I would do a little better than them [at reading]." Liam took his perceived competence to another level by comparing himself

with other students in his grade, showing that he believed in his ability to perform better than his peers.

Isaac (high/honors) and Olivia (medium/honors) both described how reading had always come easily to them. Specifically, Isaac (high/honors) said, “Well [reading] is something that I am pretty good at.” Isaac felt confident in his reading abilities because of his perceived competence was high. Olivia (medium/honors) explained her coursework experience as, “I was going to originally just be in like honors math and honors language arts because I knew those were easier courses for me.” Olivia knew that the content in language arts was something that she saw herself as being proficient in, which likely impacted the courses in which she enrolled. Because reading and the content studied in language arts courses came easier for both Isaac (high/honors) and Olivia (medium/honors), they may have opted for the honors course which was a course they knew they would excel in. Finally, James (high/general) described his perceived competence in the language arts course through his ability “to probably get ahead” of the other students in his general education course. James (high/general) believed that he could perform better than students in a general education course, if he wanted to. The comparison that James made with other students in a general education course could have resulted in him feeling more prepared for and capable in his language arts course.

It’s important to note that each of the participants enrolled in an honors language arts course, namely Liam (low/honors), Olivia (medium/honors), and Isaac (high/honors), seemed to perceive their competence more positively and to be higher because they were enrolled in an honors class than the students enrolled in general education courses. Thus, perceived competence seems to be a factor in not only reading motivation but also course enrollment decisions, where if

a student believes they are going to be competent in reading, then they are more likely to choose an honors course.

Student Aspirations. The aspirations that Olivia (medium/honors) and Isaac (high/honors) had as students also seemed to influence their perceived competence. Their decisions stemmed from the belief that they would excel as students, and in their language arts courses specifically, and that this success in school was helping them reach their future goals and aspirations. Olivia (medium/honors) described wanting to receive an honors diploma (in the high school where this study is situated, an honors diploma is given to students who maintain a B- or better in 15 credits or more of the honors courses), and Isaac (high/honors) described the goal of being the valedictorian. Olivia and Isaac were able to explicitly see the connection between their personal aspirations and their perceived competence in language arts courses. Olivia (medium/honors) said, “I wanted to get the honors diploma because I think that is really cool.” Olivia’s focus on getting her honors diploma shows how her goals in school may have impacted her decision making, as well as how she viewed her reading abilities. Likewise, Isaac (high/honors) explained, “I'm trying to get all A's because I'm hoping to get valedictorian.” Isaac’s aspirations to be the valedictorian shows that his perceived competence is high, and that he believes in his abilities to perform well in school overall and in his language arts courses specifically. Olivia and Isaac’s future aspirations seemed to impact their perceived competence in school generally, but also specifically as a reader.

Grades. The participants in the current study also demonstrated how the grades they received in their language arts course influenced their perceived competence to read well. The participants seemed to rely heavily on the grade that was given by their teacher to determine their beliefs about themselves as readers, but also as students. Grades seemed to provide the most

compelling feedback that the participants used to determine their perceived competence, even if grades did not always accurately reflect the actual abilities of students. Each of the participants mentioned their grades, and the influence these had on their perceived competence as it related to reading. For example, Carson (medium/general) and Isaac (high/honors), both described the motivation they had to get A's in every course. Carson (medium/general) said, "They are really important to me. Like, I'm pretty upset if I don't get straight A's." Carson used adjectives such as "really" and "pretty" to enhance the depth of his feelings about his grades, which indicated the significance that Carson placed on his grades. Similarly, Isaac said, "I'm trying to get all A's because I'm hoping to get valedictorian." Isaac stating that he was trying to get all A's shows that there was effort required to achieve his grades. This effort helped Isaac to solidify his perceived competence, and it also demonstrates the strong motivation he had to perform well because of his long term goal. For Carson (medium/general) and Isaac (high/honors), their good grades in language arts seemed to be the reason why they felt competent at reading, thus impacting their reading motivation, and ultimately their course selection.

Other participants' grades seemed to impact their perceived competence, even if they weren't as focused on getting straight A's like Carson (medium/general) and Isaac (high/honors). For instance, Sierra (low/general) said, "I kind of try, for every course to get at least a B," describing the energy that went into her coursework. Her perceived competence influenced how she felt about her. She explained, "I don't feel good when I have lower than a C+." Even though Sierra (low/general) reported low motivation on her EVRQ and was enrolled in a general education language arts course, she still prioritized the need to feel competent, and her grades were tied to these feelings of competence, making her feel less about herself when she didn't obtain a "good enough" grade.

Liam's (low/honors) perceived competence in language arts also seemed to be reflected in the grade he received, but not completely. He said, "[grades are] pretty important, but they're not like way important," and he explained that he was fine with having an "A" or a "B." This shows that while grades may have provided one way for Liam to define his competence in language arts, he may have not let his grades determine how he viewed his overall abilities, or his decisions related to reading. Olivia (medium/honors) said that grades were, "really important. A 'B' is okay, but like, the more 'A's' I can get, the better." Olivia may have been focused on her grades because she felt like she had already found competence in her language arts abilities, and her grades were a way to confirm her perceived competence. James (high/general) did not mention specifically what grade was acceptable to him, but he did say that "[Grades are] very important." James' view of grades revealed that grades could be an indicator for how he understood his own competence in language arts because he placed a high value on the grades overall.

These responses provided by the participants identify the importance of one's perceived competence and one's reading ability which seemed to also inform their reading motivation. Participants used their experiences in previous language arts courses and perhaps other courses to gauge how they would perform in their current course. If there were positive experiences and high grades, then a participant would likely expect a similar rate of accomplishment. The opposite is also true as Carson (medium/general) saw his perceived competence as less than because he had struggled with some aspects of his language arts course, which caused him to believe he wasn't as competent in some of the materials assigned and taught. These responses reveal that regardless of course enrollment, participants found grades to be important to them, and seemed to be a direct connection to the perceptions they had of their abilities. This is

interesting to note because an assumption could be made that general education students do not value achievement in their coursework as highly as students enrolled in an honors language arts course, but these participants showed this was not the case. Perceived competence and the desire to perform well on a given task, or the attainment value, seems to have an influence on participants' reading motivation and ultimately seemed to drive their language arts course selection and performance in the course. A student may have intentionally selected a general education course because they anticipated the most success in that context. This confirms elements of Eccles et al.'s (1983) proposed expectancy-value theoretical model because the participant's anticipated performance in their selected language arts course seemed to reflect the importance they also felt about doing well on a given task.

Cost and Choices to Read

The third theme that emerged from the data was centered on the topic of cost, or what students had to or were willing to give up in order to make the decision to read. Participants described choices they made about how to spend their time as it related to reading and the influence these choices had on the participants' overall reading motivation. Each participant made certain decisions about when and what to read, knowing that choices to read meant that another task or activity was not being prioritized. Eccles et al. (1983) described these decisions related to sacrificing or giving things up to read as cost task value. For example, if a student has a choice to either play video games or to read, the cost of reading has to be worth it in order for the student to sacrifice or give up the video games. In the current study, it was determined that the value placed on reading varied for each individual. Exploring the decisions participants made related to cost might also reveal greater understanding about each participant's reading motivation. A good way to determine the value participants placed on reading was to ask them

about their time spent reading outside of school and unrelated to homework assignments. It's important to understand *how* students make decisions related to the cost of reading because it can reveal insights about the overall reading motivation. Two subthemes included how personal interest influenced decisions to read, and how time restraints influenced decisions to read.

Personal Interest Influences Decisions to Read. When participants in the current study determined the cost or the sacrifice they made to spend their limited free time reading, they reported that their interest in the reading material was essential. In essence, if there wasn't a strong interest in the book or reading material, then these students weren't going to spend their free time reading the book/material. This was the case regardless of whether or not it was an honors student or a student enrolled in a general education course. It should be noted that reading interests varied for the participants, but these interests seemed to fall into two categories: reading genre, and text format (digital or paper).

For Sierra (low/general) and Olivia (medium/honors), they both found interest in reading nonfiction text, usually news or informative articles found on the internet. Sierra (low/general) said that she was interested in reading when she could learn something new, and when the material was nonfiction. She explained it this way, "I just kind of like knowing what is happening and not being like, here is a fantasy." Sierra enjoyed nonfiction that allowed her to increase her understanding about what was happening in the current world around her, and she was much less interested in a fictional storyline. Likewise, Olivia (medium/honors) said, "I just like [to] scroll through Google and find things that look cool and read them." Olivia was focused on the entertainment factor of reading articles. She said she liked to find articles that were engaging, making her perhaps more eager to seek those types of reading materials out because of the pleasure she received in reading these materials. For both Sierra (low/general) and Olivia

(medium/honors), they also seemed more willing to choose reading if it was in a digital format, but not necessarily books or novels.

On the other hand, Liam (low/honors), Carson (medium/general), James (general/high), and Isaac (high/honors) demonstrated a strong interest in reading novels during their free time. Liam (low/honors) said, “As long as I have a good book that is kind of exciting, it is fun.” Liam started out his comment with the conditional phrase of “as long as,” showing that his reading was contingent on whether or not he found the book interesting. Carson (medium/general) said, “I like to read, but reading is boring when it’s something I’m not interested in.” Carson also explained how when he found a novel he was interested in, then he could read for several hours. Again, his interest in reading seemed to be directly related to how interested he was in the topic. James (high/general) reported similar feelings saying, “If I just pick it up and start reading it and I like it, [I’ll] continue.” James saw engagement and interest in the topic as being the reason to read.

Finally, Isaac (high/honors) said that he enjoyed reading, “Just sci-fi in general, around that kind of thing.” Isaac identified a specific and preferred genre that he had an interest in, and mentioned that he liked reading because, “I just like that it takes you away from the real world, and it lets your imagination run freely.” While Isaac did not specify that his interest in the topic was what made him want to read, he did recognize what he liked to read, and what about the reading was engaging and interesting. Liam (low/honors), Carson (medium/general), James (general/high), and Isaac (high/honors) all indicated the need to be interested in their reading material to make the decision to read during free time worth it. Each of the six participants discussed how interest was essential in their determination of cost when it came to reading, even though their interests were varied.

Time Restraints and Decisions to Read. Having a very limited amount of free time was another strong pattern that emerged from the data on the topic of assessing or determining the cost of time spent reading. Each of the participants in this study were busy and involved in many different clubs, sports, and other extracurricular activities. As a result, making the choice and sacrifice of time to read during free time had to be worthwhile with everything the participants had going on. For these reasons, many participants suggested the cost of reading was too high when compared to spending time on other activities. This was a dominant feeling held by all participants whether they were enrolled in an honors or general education language arts course.

For example, Isaac (high/honors) and Olivia (medium/honors) both mentioned specific time commitments that took them away from reading, or activities they needed to do instead of reading. Isaac (high/honors) explained "[I don't have] enough time [to read] when I have other extracurriculars or family stuff that I have to do." Isaac felt obligated to his other commitments and recognized that these allegiances would decrease his time to devote to reading. He repeated the words "have to," which seemed to show how he viewed his time and that it is already limited. Likewise, Olivia (medium/honors) listed many activities that were taking up her time, causing her to choose something besides reading each day such as, "homework, FFA, piano, Young Women's." Olivia had specific time commitments that came to her mind when she was asked about what things stopped her from reading. Her response demonstrates higher priority over her other obligations when compared to reading.

For James (high/general), Sierra (low/general), Liam (low/honors), and Carson (medium/general), their time constraint was discussed less concretely, but they still mentioned that lack of time was a factor in their motivation to read during their free time. James (high/general) said he read when "I've done everything, so I'm done so I can have some free

time." James mentioned that everything else on his to-do list needed to be done before he could use the time he had left over for reading. Likewise, Sierra (low/general) said, "I just don't think... I think it's just way too hard to pull out a book and think to myself…this is how I'm going to spend my Sunday." The cost of sacrificing her limited time to read was not something that Sierra as interested in.

Carson (medium/general) reported similar feelings when he explained, "I will do everything else I gotta do first [before reading]." Carson (medium/general), did not feel he could afford to spend his free time reading when his time needed to be spent elsewhere on other responsibilities. Liam (low/honors) explained he made the decision to read, "if I don't have anything to do and I just know about some books that are fun to read." Liam would choose reading in his free time, but only conditionally.

The participants in the current study had varying ways of determining what they were willing to give up during their free time to read, yet they all seemed more interested in doing other activities first before reading. Overall, the participants seemed to feel the pressure of balancing the many activities and responsibilities in their lives, and the element of time and the need for a strong interest was likely impacting their motivation to choose reading in their spare time.

When it came to the cost task value that has been described in the expectancy-value theoretical model proposed by Eccles et al. (1983), the participants in the current study described how their interest in the reading (which included both format and genre) was of the utmost importance as well as the time commitments they had in a given day. It is important to note that decisions related to cost and the free time spent reading did not seem to be related to the type of language arts course in which students were enrolled. Examining the participants' responses

related to the cost task value has deepened our understanding about how adolescents make decisions about what to sacrifice in order to read. These decisions aren't generally related to liking or not liking to read, but rather these decisions seem to be more directly related to student interest and amount of time available. These findings also suggest possibilities or ways teachers and family members can help to encourage and motivate reading during free time and outside of school work.

Conflicting Feelings and Emotions About Reading

The fourth theme that emerged from the data centered on what the participants expressed about their conflicting feelings and emotions about reading. These feelings and emotions about reading constitute the feelings behind the motivation readers feel when deciding to read or not. Sometimes these emotions are external, or extrinsic, while other times they are intrinsic or coming from within. Wigfield et al. (2016) described the intrinsic motivation, or the intrinsic task value as when a student is motivated to complete a task because they gain enjoyment from it. Eccles et al. (1983) categorized intrinsic motivation as one of the intrinsic task values in their expectancy-value theoretical model. When intrinsically motivated, students don't have to put much time or thought into making the decision to read because they genuinely want to read because of the positive emotions and experiences associated with reading. Conversely, when a student is not intrinsically motivated or requires external motivation to read, they are less likely to naturally choose reading on their own. Many of the quotes shared by participants suggested that at times, and regardless of the language arts class they were in, not all students felt intrinsically motivated to read.

Participant interviews revealed some interesting emotions when the participants were asked about reading and these conflicting emotions were potentially impacting the students'

overall reading motivation. These emotions ranged from positive to negative, and many participants described opposing and/or conflicting feelings about reading in their descriptions. Emotions and their tie to the intrinsic task value described by Wigfield et al. (2016) demonstrates how adolescents are or can be influenced by the emotions they hold about reading. For the participants in the current study, their emotions related to reading were oftentimes conflicting and these insights provide an important way to better understand adolescent reading motivation. Three subthemes emerged on the topic of intrinsic or extrinsic motivation to read. These included the conflicting feelings the students expressed about reading generally, the dislike many students portrayed about the reading assignments from their teacher, and the reasons and descriptions for why students felt intrinsically motivated.

Conflicting Feelings About Reading Generally. Participants had a variety of emotions about reading generally, and for some participants like James (high/general), Olivia (medium/honors), and Sierra (low/general) there were conflicting feelings being expressed that included both positive and negative emotions. Having both positive and negative feelings shows the complexity in describing emotions about reading and one's motivation to read.

For example, James' (high/general) conflicting emotions were shown in one response, "I do like it. I feel like I should probably do it more, especially since I want to be a writer when I grow up." At first, James' response seemed positive and demonstrated how since he liked reading, he could have been more motivated to read. Then directly after sharing his positive feeling about reading, he seemed to express a feeling of doubt that he had about how much he reads. Throughout the interview James seemed to struggle with connecting the need for reading or the value reading would hold in his future career as a writer. However, once he considered the value of reading, he began to feel conflicted with the limited amount of reading he actually did.

Doubt can be a negative feeling, showing how James had both of these conflicting emotions at the same time. He recognized the importance of reading but then doubted his motivation and willingness to read as being sufficient.

Olivia (medium/honors) also expressed complicated feelings about reading, when she stated, “I don’t really like to read,” which portrays the negative emotion she held about reading. Later in the interview, however, she mentioned that reading was indeed interesting and meaningful, when she said, “I just like scroll through Google and find things that look cool and read them.” At first Olivia (medium/honors) expressed negative emotions about reading, but when asked to reflect more deeply, she provided an example of how she saw the value of reading and the entertainment it provided as being positive and meaningful.

Sierra (low/general) repeatedly brought up that she liked reading articles on the internet and stated, “I think I can find more joy” when she read these articles. These were positive emotions that she associated with reading experiences. On the other hand, Sierra (low/general) also said, “So I kind of always hated reading” and, “Like I just get frustrated and then I think, ‘oh I suck at this, I can’t do it.’” Here Sierra described the competing and conflicting emotions of both joy and hatred for reading in her descriptions. Within the interview, Sierra was very adamant that she did not like reading, and was surprised and hesitant to accept that her article reading actually counted as “real” reading. She seemed to be intrinsically motivated to read an internet article, but not intrinsically motivated to read when she felt frustrated and incapable. It is hard to determine how both these negative and positive emotions coexist within many of these participants, and how these conflicting feelings reveal the complexities surrounding reading motivation.

Lack of Motivation for Reading Assignments. Participants in this study also had many strong emotions when asked to describe their reading assignments for school. The difference between school and home reading seemed to be distinct in the participants' minds. Home reading was the reading that was completed by their own choice and at home, and school reading revolved around reading assignments that were completed for a grade. Liam (low/honors), Carson (medium/general), James (high/general), and Sierra (low/general) all had negative emotions associated with reading assignments. Some of the emotions expressed were stronger than others, but it is very likely that these negative emotions about reading assignments are also impacting the participants' overall reading motivation. Carson (medium/general) demonstrated more negative feelings towards reading assignments when he said, "If I am assigned a book I tend to like, defend myself. I don't want to do it." Carson had negative emotions about reading assignments because he did not feel the desire to complete them. Without the desire to do this type of reading, he demonstrated how he was not intrinsically motivated to complete his reading assignments. Later in his interview Carson (medium/general) also said that he would put off a reading assignment, "until it goes away." It is not clear what "going away" means, but for Carson, there seemed to be a way to successfully avoid reading assignments so that he didn't have to do them. James (high/general) also revealed the negative feelings he associated with reading assignments, saying, "In honors language arts that is when they force you to read on your own more, and so it can be like draining, per se." Even though James reported a high reading motivation score on the EVRQ, his emotions about reading assignments suggests that he saw the connection between feeling forced to read and how his reaction to these assignments left him feeling drained.

Liam (low/honors) reported similar feelings about homework assignments when he said, "If they just announce we are going to be reading something it is kind of like, makes you kind of sad." Liam relayed that his experience with reading assignments in his language arts course during the previous school year had not been good when he was assigned to read *Animal Farm*. He said, "It was alright but it just kind of, it wasn't near as fun or exciting." Having this experience during his 8th grade year seemed to impact what he expected from reading assignments in his 9th grade language arts course, which ultimately resulted in more negative emotions. However, even with what he considered to be a more entertaining book like *Huckleberry Finn,* Liam reported how he still got behind on the reading when it felt like more of a task, which seemed to correlate with the negative emotions tied to it. Similarly, Sierra (low/general) said, "I don't want this to get across that I don't read a book when it's assigned; I do read, I just don't like it." Sierra's (low/general) reaction to reading assignments demonstrates how extrinsic motivation was needed in order to read, instead of reading because it brought her enjoyment intrinsically. Three of the four participants who had these negative feelings were general education students. This potentially could suggest a trend about the feelings toward reading assignments, with Liam (low/honors) being the outlier in this group.

Instead of positive or negative feelings, Olivia (medium/honors) and Isaac (high/honors) demonstrated more indifferent feelings about reading assignments. Olivia (medium/honors) said that she would willingly read a book if it was assigned, even though she might not like it. Thus, she wasn't intrinsically motivated to complete the assigned reading but was willing to do the reading because of an external reward. Similarly, Isaac explained, "It's fine, I mean I understand the reasoning behind it even though I don't personally enjoy reading the book." Isaac

(high/honors) shared his lack of negative emotion about the reading assignment specifically, but also revealed that he was not intrinsically motivated to complete the reading assignments.

What Drives Intrinsic Motivation. The participants seemed to have varying levels of natural motivation or intrinsic motivation to read. There were some students who reported high intrinsic reading motivation, such as Isaac (high/honors), Sierra (low/general), Carson (medium/general), Liam (low/honors), and James (high/general). There were also participants who seemed to be less intrinsically motivated to read, like Olivia (medium/honors).

Isaac (high/honors) described his intrinsic motivation to read by saying, "I just like that it takes you away from the real world, and it lets your imagination run freely." For Isaac, escapism in reading was something he enjoyed, and he discussed a desire to find other books that would fulfill this same enjoyment. Once Sierra (low/general) realized that reading articles on her phone and from the internet counted as reading, she explained that she read a few articles a day to keep herself informed on world events. She found enjoyment in this type of reading, and she did not have to be told to seek out or to read these sources. Instead, she intrinsically wanted to read them so as to gather new information and insights. Sierra discussed her desire and motivation to read, which is not what was indicated on her low EVRQ score. Carson (medium/general) was also intrinsically motivated to read saying that he read often, and when asked about his reading he said, "When I read it is more like trying to entertain myself." Carson said this after he was asked if he saw reading as a way to learn or if he read simply to check a task off a list. This response shows how his inherent desire to read was focused more heavily as a way to entertain himself, or to prevent boredom which demonstrates intrinsic motivation for reading.

As another example, Liam (low/honors) said, "I think I was reading some *Fablehaven* because I don't know, I wanted to read something." The focus of Liam's comment was that he

had a desire to read, and felt intrinsically motivated, which caused him to pick up a book and read, even though he also had a low reported motivation on his EVRQ. James (high/general) also described intrinsic motivation to read without being forced to when he described how, "sometimes I can be naturally motivated to read. I've been able to start motivating myself, but I do sometimes need a little push to remember." James did seem to have an inherent desire to read and seemed to understand the differences between intrinsic and extrinsic motivation. James even saw the need to remind himself or be reminded to read because it was important to him.

Emotions about reading generally as expressed by the participants helps to answer the fourth research question of how 9th grade students describe their reading motivation. It appears from the comments that complicated emotions were attached to both personal reading and reading assignments and these emotions seemed to influence whether a participant's was intrinsically or extrinsically motivated to read. When the participants felt an outside force demanding that they read, they described the need to be externally motivated to read and as a result, it was hard for them to truly be motivated. However, the intrinsic desire to read that many participants expressed demonstrates how having positive emotions about reading is indeed motivating and perhaps can lead to an increase in the amount of reading completed. The participants, regardless of whether they were taking an honors or general education course, who found enjoyment in their reading seemed to be more likely to seek out those types of reading that they enjoyed and to read more. Helping all students to have more positive experiences with reading may help them to see more value in the various types of reading that are available and may motivate students to read more both in and out of school.

Perceived Reading Usefulness and Expectation for Reading in Life

The fifth theme that emerged from the interview data was the participants' perceived reading usefulness and expectations for reading in life. These expectations for reading reflected the motivation participants felt and described when they were asked to think about their long-term goals, and what kind of reading they believed they would need to perform in the future. This theme coincided with the utility task value. The utility task value is related to how useful the student perceived a specific task to be, and how that task may have fit into the student's future plans (Wigfield et al., 2016). The utility task value is also one of the task values that is highlighted in Eccles et al. (1983) theoretical model. Participant interview and survey data revealed two subthemes related to how useful participants thought reading was, and how necessary they saw reading to be in their future life plans and in their future careers.

Usefulness of Reading. Some of the participants saw that reading was going to be part of their future and agreed that reading was useful and could be found everywhere. However, the perception of reading looked different for each of the participants. Liam (low/honors), Sierra (low/general), Olivia (medium/honors), and Isaac (high/honors) were the four participants that discussed how they saw reading as being useful. Liam (low/honors) described reading as being useful in his ability to understanding things overall with his comment, "probably, like not just reading but how you understand things." Liam (low/honors) seemed to understand the connection between reading and the ability to interpret his surroundings. He went on to say, "Like if you read less, then you won't be able to understand deeper books and things." Liam acknowledged the need for reading frequently in order to understand things more deeply and more clearly, which likely impacted his decision to enroll in one honors course, his language arts course. Olivia (medium/honors) described the usefulness of reading this way, "Well it is just like

every day, like you need to be able to read a few things because you won't know what to do." Olivia's (medium/honors) comment suggests that reading was seen as critical to her success in life. She also mentioned the need for reading frequently by saying it was necessary "every day." Isaac (high/honors) also saw the usefulness of reading when he said, "Well, we see it all around us, words." Isaac recognized that words and reading were always present. He went on to say, "And being able to understand those words and their meaning that can really mean the difference." Here Isaac brought up the importance of comprehending what he was reading, and also demonstrated his understanding that the meaning of words, or one's vocabulary was important.

Career Plans. Another way the participants revealed how they felt about the usefulness of reading was when talking about their future careers. Sierra (low/general) said, "I think I'm going to have to read no matter what I want to do." Even though Sierra did not specify what she thought she would do for a career, she saw reading as being a part of any of her possible career paths, even though she did not report a high reading motivation on the EVRQ. James (high/general), Olivia (medium/honors), and Carson (medium/general) were all able to identify how reading would be a part of their future job, no matter the scale of its involvement. James (high/general) said, "I need to read, and so I do it, and I try to do it as much as I can to like, 'cause like I want to be a writer as well, and you need to read to do that." James repeated the word need in his comment multiple times which shows his views about how necessary reading will be. Describing that he tried to read frequently also shows that he placed a high level of importance on reading and how his future plans seemed to motivate him to actively read. After saying he needs to read, he mentioned that he needed to read in order to become a writer. It was interesting to note that James brought up the need and importance to read before mentioning how

reading was connected to his future career, showing that perhaps needing to read will always be present. Olivia (medium/honors) also mentioned that she would need reading for her career, saying, “I want to be like a physical therapist or a doctor, so I’ll have to like read things over.” The specific words Olivia used shows how useful and important reading will be for her in her future. When asked about his future career and reading, Carson (medium/general) said, “I’m sure [I’ll use reading].” Before expanding on what he wanted his future career to be, he confirmed reading would be involved. He then went on to say, “Because what I'm wanting to be is an architect and that’s a lot of math, but if you think about it there is going to be a lot of reading tied into it.” Carson shared how he felt that not only would reading be involved in his job, but a good amount of reading would be involved. Saying that reading was tied to his job demonstrates his understanding of the role reading will play, even in a math-based career.

The utility task value focuses on how useful the task of reading is viewed (Wigfield et al., 2016). How participants described the role would play in their future lives was an additional way to understand a student’s overall reading motivation. Reading was described as more than just the material being read, but was also seen as a way for students to gain a better grasp of the world around them. Three of the participants, James (high/general), Isaac (high/honors) and Carson (medium/general), mentioned seeing the value of reading frequently, some as often as every day. Frequency of reading being valued by these students provides a strong indication as to how participants perceive the usefulness and the expectations they have for the role reading will play in their future lives. How much value students place on reading frequently and/or daily could be one way to provide insight into a student’s overall reading motivation. Finally, regardless of course choice, reading was perceived as useful and as being a part of the participants’ future lives. For example, even Sierra with her dyslexia, and who had reported low

reading motivation on the EVRQ survey and was enrolled in a general education course, described how reading was important, just like Isaac who reported high reading motivation on the EVRQ and was enrolled in an honors course. This finding shows that the assumptions some teachers and others may have about students based on the type of language arts course they are taking may be inaccurate based on comments made by the participants about the perceived usefulness they saw in reading and their expectation for reading in their future life.

Course Selection

The sixth and final theme that emerged from the qualitative data was course selection. This theme was focused on what factors could have impacted whether the participants decided to enroll in an honors or general education language arts course. While there is no expectancy or task value in Eccles et al.'s (1983) expectancy-value theoretical model (see Figure 1) that coincides with course selection, a key purpose of the current study was to explore course enrollment and what impacted these course selection decisions. This exploration may allow educators and researchers to understand more fully the patterns among and between honors and general education students when they are asked about their reading competence, reading motivation, and their course choice. Participant interviews revealed the various complications and considerations that were involved in course enrollment decisions. There were three subthemes that emerged on this topic of course enrollment and these included the outside encouragement students received, the assumptions made about students who enrolled in an honors or general education course, and the assumptions students made about the two language arts courses.

Outside Encouragement. Participants reported different types and forms of encouragement when it came to their course enrollment decisions. These ranged from having

multiple sources of positive encouragement to no encouragement at all. The level and amount of encouragement from people in the participants' lives seemed to have influenced some of the participants' decisions to select the language arts course they did. For other participants, outside encouragement did not seem to make a big enough impression to potentially change their course enrollment decisions.

Isaac (high/honors) and Liam (low/honors) both had more than one source of outside encouragement to take an honors language arts course. Isaac (high/honors) said, "My parents and my siblings. My siblings didn't directly tell me, but they have kind of set the reputation for the family." Isaac mentioned family encouragement or perceived expectation to take honors courses, and Isaac's siblings had set an example for enrolling in honors courses. Liam (low/honors) also had multiple people that may have influenced him to take an honors course, including his mom and his previous teacher. Liam (low/honors) said, "…my previous teacher did [encourage me] and then my mom and I kind of thought it would be good." Liam's initial encouragement for honors came from his teacher, and then was confirmed by his mom. Liam and his mom seemed to still have some hesitation when it came to taking the honors language arts course, as he said, "they kind of thought it would be good." These findings suggest that the opinion of multiple individuals is considered valuable and important.

Sierra (low/general), Olivia (medium/honors), and Carson (medium/general) all had encouragement from their parents to take an honors course, but not from anyone else in their lives. The level of encouragement they received from their family could have impacted their course enrollment. Sierra (low/general) said, "My parents always kind of want me to take honors or are hoping that one day I will take honors." Sierra's parents had a desire for her to be in honors courses but did not force her into taking them. Nonetheless, her parents' hope and

encouragement did not seem to be enough to make Sierra change her course enrollment decision and she enrolled in a general education language arts course.

When Olivia (medium/honors) was questioned about whether or not she had any influences to take the honors course, she first said, “It is what I wanted.” Initially, Olivia’s influence seemed to be herself and she described an innate desire to be in honors courses without much encouragement from others. However, she went on to say, “My mom, like, is okay with whatever we want to do, she supports us.” Olivia did mention support from her mom, who sounded like she would support Olivia no matter the course enrollment decision she made.

Carson (medium/general) had parental support as well in his course enrollment decisions. He said, “Um, not really teachers, but my parents did,” when asked about the encouragement he received when it came time to enroll in his language arts course. Carson confirmed his parental support was influential in his decision to take an honors course, and also acknowledged that there was no teacher encouragement. Interestingly, even though Sierra (low/general), Olivia (medium/honors), and Carson (medium/general) all had parental support to enroll in the honors course, only Olivia had picked an honors course. This finding is important when you consider that Olivia’s (medium/honors) first response in describing her reasons for taking the honors course was mostly stemmed from her own desire. James (high/general) was the only student who mentioned that he had no outside support from parents or teachers to enroll in the honors course. Thus, even though James reported a high motivation score on the EVRQ survey, the lack of support or outside encouragement could have been a factor in his course enrollment decision.

Types of Students Who Enroll in Each Course. Participants also seemed to have an idea about what kinds of students would enroll in an honors course, and also what sort of status

being in an honors course would grant them. Based on the comments made by the participants, there seemed to be a social component to determining course enrollment decisions.

Three of the students shared how they had considered what type of students would be in each of the courses, either general education or honors language arts courses. These three were Liam (low/honors), Isaac (high/honors), and Sierra (low/general). Liam (low/honors) said, "First it was just because in like normal ones [general education courses] there will be all the kids that don't want to pay attention." Liam seemed to identify himself as a student who wanted to pay attention, which he saw was not the same for students enrolled in the general education courses. Isaac (high/honors) seemed to have very similar views about certain students in general education courses saying, "I kind of just wanted to get away from them, and they are usually not the kind of kids that would take honors." For Isaac, part of his course decision was about escaping from a certain type of student that he saw at his school, and he knew that these students would likely not be in honors courses. Viewpoints held about other students in the school that were expressed by Liam (low/honors) and Isaac (high/honors) demonstrated a stereotype about the type of students who would be taking an honors course and seemed to be a strong enough influence for their own course enrollment decisions. Sierra (low/general) also mentioned the intellectual status associated with students in an honors language arts course when she said, "I think I could do honors language arts even though my short attention span, I think I could still prove I'm still low-key smart to people." For Sierra (low/general), even though she didn't enroll in an honors course, she recognized the perceptions and stereotypes other students had about students who were enrolled in honors courses.

The Assumptions About Course Content and Rigor. Participants also seemed to recognize a difference between honors and general education courses in terms of the

expectations related to difficulty and amount of work, the effort required by students, and the content of these courses. The participants in honors and general education courses seemed to report different ideas about what these course expectations actually were. The effect of these assumptions about the content and rigor of honors and general education language arts courses seemed to be a strong factor the participants considered when making their course enrollment decisions.

The difference in work expectations by course was discussed by each of the participants. The comments from the students enrolled in the general education courses will be presented first. Even though there seemed to be a consensus that there was a distinction in the work required in honors and general education courses, the participants described the workloads and expectations differently. For example, Carson (medium/general) said, "My experience with it is that there is a little bit more work." Carson focused on the workload being greater in the honors course but he saw only slight variations between the two courses. For James (high/general), the workload seemed to be bigger and was a strong reason for why he didn't want to take an honors course. He said, "I didn't want to do honors courses because I thought it would be a whole lot of work, especially because I'm in drama and it's not easy to do a whole lot of work and balance that out." James seemed to see the work required in honors courses as being significant enough to deter him from selecting it as a course, and as a way that he could maintain the stability he had established when balancing his responsibilities. James' response about the amount of work being too much is interesting because of his high reading motivation score on the EVRQ.

Sierra (low/general) did not mention what she thought about the differences in workload between the two courses specifically, but she did relay an experience that had happened to her in a math course earlier that school year. She explained how someone in her math course was

questioning if he/she would really need this math in their lives. Sierra said, "And I was like 'Does anyone even ask these questions in honors?' and he [the teacher] was like, 'no, because the people there are like more prepared to actually do work.'" This was what Sierra relayed when asked about why she chose the course she did. Sierra's interpretation of her teacher's response about the expectations for being in an honors course seemed to demonstrate how comments made by teachers may influence course enrollment decisions. Sierra then said, "But yeah, I think it's just different [in general education courses] because you go slower." Sierra seemed to understand the main difference between an honors and general education course was that general education courses move through the content at a different, and perhaps, more manageable pace.

The participants enrolled in the honors course had their own understanding of the expectations and work involved in an honors course that revealed more information about their course selection decisions. For example, Isaac (high/honors) said, "Well I think that Smith [pseudonym] is expecting a whole lot more out of us and is expecting us to pay more attention and go more in-depth with everything that we do." Isaac used the word expect twice in his statement, which might suggest that he saw honors as being different because of teacher expectations and not necessarily because of the content. Olivia (medium/honors) and Liam (low/honors) mentioned the type of content and more rigorous expectations and pace as being the difference between the honors and general education courses. Olivia (medium/honors) said, "I wanted a harder course because I had had just normal courses the past two years in junior high and I didn't like them, and I felt really bored in them most of the time." Olivia wanted a challenge in her language arts course because the content was too easy for her in previous courses. She seemed to believe that switching to honors would provide her with more challenging content and more rigor. Liam (low/honors) was very similar in his response when he

said, “Because the one [course] before was kind of easy, so then I went to the honors course.” Liam (low/honors) and Olivia’s (medium/honors) responses are important because they identified the need to be challenged in their school work and this seemed to be a prominent factor in course enrollment decisions.

In conclusion, there were multiple factors influencing course enrollment decisions. Five of the six participants identified this support and influence, but only three of the participants enrolled in an honors course. Next, three of the participants discussed the stereotypes and/or perceptions they had about the types of students that would enroll in general education and honors language arts courses and these perceptions influenced their course decisions. Finally, each of the participants, regardless of their course enrollment decisions, saw a difference in the expectations related to the amount of work and rigor required in an honors course when compared with a general education course.

Results from Connecting the Quantitative and Qualitative Data

In a mixed methods study, it is important to combine and report the findings that emerged from joining the quantitative and qualitative data (Creswell, 2007). In this section, the findings from the EVRQ (individual surveys and the survey as a group) and the interview results were merged together to provide an interpretation of these findings. The overall insights gathered from the quantitative data will be discussed first, followed by a discussion of the insights the qualitative data provided. The results from the EVRQ provided the foundation for the study. For example, each of the participants EVRQ’s were reviewed prior to each interview, and the participants were asked questions during their interviews about specific EVRQ responses they made. In the case of Liam (low/honors), his response on the EVRQ to item ten was the lowest score of a ‘1.’ Item ten read, “Compared to other students I think I will do much better in my

language arts course this year." Knowing this, I was able to question Liam in the interview more deeply about why he was doubtful that he would be able to keep up with the other students. This provided a more nuanced interview question because of the specific information I had about Liam, and this allowed for better descriptions of and understanding about his reader identity.

Another example where the EVRQ informed the interview questions was with Olivia (medium/honors). She rated herself as a '2' on question three which read, "I like reading very much." When asked what a person who responded with a 'four' would be like, Olivia was able to articulate her feelings more clearly about other readers and their seeming lack of social skills. This became an integral part of understanding more about Olivia's responses related to her reader identity. Without the EVRQ responses, it would have been more difficult to find a good entry point for certain interview questions that allowed for exploration and deeper information to surface.

Additionally, the qualitative data in this study added a much-needed depth to the survey questions and results. This was demonstrated repeatedly throughout the interviews; the participants provided insights that could not have been obtained through the survey alone. It has already been noted that the interpretation of survey questions could have resulted in incomplete or inaccurate information, and the survey was also a limitation because there were only 13 questions, and this alone could have impacted the information gathered. There were a few examples of how the interview data directly enhanced the information collected. The first example of this was with Sierra (low/general). On the survey, Sierra may have answered questions based on her background related to having been diagnosed with dyslexia. However, during the interview, Sierra revealed that she did actually identify as a reader and also had a strong motivation to read online news articles daily. This didn't show up in her EVRQ score. The

more Sierra was questioned about her reading motivation and the more she began to understand what actually constituted as reading, she began to shift her responses and even her identity. She reportedly liked reading as long it was reading articles on the internet about topics that were of interest to her.

Another example of how the survey responses were limited was with Carson (medium/general). In the interview, Carson had extremely positive experiences with reading and positive feelings toward reading in general. This did not seem to match his EVRQ where he reported having medium reading motivation, specifically with questions related to utility or the usefulness of reading. When asked about why he put a lower score on question 7, which was, "Reading is very useful for what I want to do after graduation and in my future career, specifically," Carson revealed that it could have been due to his misinterpretation of the question that impacted his answers. He explained he answered that way because, "reading is important in the aspect of talking to people, but math is more important than reading because I want to be an architect." This response shows how the interpretation of the question could have impacted Carson's response to the survey.

The interviews also added other insights about how grades were tied to reading motivation. For example, Olivia (medium/honors) scored highly on all of the attainment items. When asked about how she felt about grades and if they were a part of who she was, she confirmed, and even highlighted the connection between reading motivation and grades, or attainment value. She said that she would do better in a course because she knew she could, and that if she was reading to get a grade, that would make her want to read more. Taking only Olivia's response on only the EVRQ could have led several interpretations, however, the

interview provided a chance for her to confirm the connection she saw between reading motivation and grades.

Finally, another valuable and important connection between the quantitative and qualitative data was the point-biserial correlation test results that indicated that there was a statistically significant correlation between attainment task value and course enrollment (see Table 2). The point-biserial correlation results demonstrated that having high attainment was strongly related to whether students were more likely to enroll in an honors or general education language arts course. The interviews, however, refined these results and provided greater insight through the comments emerging from the comments made about perceived competence. For the interview participants in this study, it seemed as though one's attainment or ability to be successful at reading was valued similarly by both honors and general education students even though the quantitative data suggested otherwise. Through the interviews, it was discovered that both the honors and general education students seemed to highly value achievement and their interest in succeeding in their language arts courses, and both groups of students wanted to perform well on reading tasks and earn a certain grade. This finding shows the necessity of having both quantitative and qualitative data to more fully understand adolescent reading motivation. The qualitative data brought greater clarity to the quantitative findings.

CHAPTER 5

Discussion

Previous research suggests that the decisions students make about which courses to take during high school can affect their future college majors and ultimately their careers (Nagy et al., 2006). It has also been asserted that high reading motivation is highly correlated with higher standardized test scores (Pitcher et al., 2007). In the current study, reading motivation was considered in relation to the choices students made about their required language arts course. In this chapter, I will discuss the key findings and what these findings reveal about the relationship between the expectancy-value theory, course selection, and reading motivation, followed by a discussion regarding the limitations of the current study. I also outline the implications for educators, as well as the suggestions for future research.

An important aim of this study was to establish if there were any relationships between reading motivation as defined by expectancy-value theory (e.g., expectancies and the values of utility, intrinsic, attainment, and cost) and the course enrollment decisions made by the 9th grade students, as well as to better understand the reading motivation of these adolescents using the descriptions of their experiences. The results for each research question will now be discussed, as well as their connection to previous research.

Research Question 1

The first research question of the study was, "How do 9th graders rate their motivation to read?" The 9th graders in the current study rated their motivation fairly high with a mean score of 38.94 out of a possible score of 52. It was hypothesized that this relatively high overall motivation score may have been due to the fact that there were more honors students than general education students in the study sample.

The participants' responses to the individual items on the EVRQ (See Appendix A) revealed some interesting discoveries. First, the participants seemed to value reading according to the constructs outlined in Eccles et al.'s (1983) expectancy-value theoretical model (see Figure 1), but at different levels of intensity than what was originally expected. For example, the item mean scores for the items related to the importance of grades and reader identity, or the attainment task value, were the highest item means reported for the participants. This implies that reading motivation is most directly impacted by the desire to maintain grades and how these students identified themselves as readers.

This finding is surprising, considering the research studies conducted by Cantrell et al. (2017), Ivey and Broaddus (2001), and Wolters et al. (2013), who reported that the perceived usefulness of reading, or the utility task value, seemed to be the strongest motivator for reading when exploring the reading motivation among middle school students, who were the participants in each of the studies. The order of value (based upon item mean scores) reported by participants for each of the task values on the EVRQ for the current study were first attainment (grades), utility (usefulness of reading), cost (what one gives up to read), and then intrinsic (as opposed to extrinsic or external motivation). The finding that students in the current study placed the highest importance on the attainment value is interesting because it reflects the importance that the 9th graders placed on doing well on a given task and ultimately this can be a motivator to read. The finding that attainment value was rated higher than the perceived usefulness of the reading task when compared to other studies, may be a reflection of the fact these were high school students and the importance that role that grades were beginning to play in their schooling.

Another finding from the EVRQ was that the lowest item mean score reported for the questions was related to cost task value, or what a student was willing to give up to read. This

lower item mean score suggests that participants did not value reading enough to give up their hobbies and other activities to read during free time. The low item mean score for cost task value was not as surprising considering the multiple choices and opportunities that adolescents have available to them. This phenomenon will likely continue as adolescents are provided with ever increasing options and ways to spend their time.

The findings to research question 1 provided some contradictions to the extant literature, mostly in relation to the importance participants placed on questions associated with each of the individual task values outlined in Eccles et al.'s (1983) theoretical model. Knowing how the participants in this study rated their motivation to read provides a better understanding of adolescent reading motivation as a whole, as well as some possible suggestions on what could be done next to better support and increase adolescent reading motivation.

Research Question 2

The second research question of the study was, "Do the overall motivation scores vary for 9th graders enrolled in general education and honors courses?" An independent samples *t*-test showed that there was a statistically significant difference in reading motivation when comparing students enrolled in an honors language arts class and those enrolled in a general education language arts course. There were some studies discussed in the literature review in Chapter 2 that reported similar findings. These findings were that the higher the level of reading motivation, then the better a student would perform in school. For example, Froiland and Oros (2013) conducted a study that determined that the level of intrinsic reading motivation reported in 5th grade predicted 8th grade reading achievement. Klauda and Guthrie (2015) also used a Likert scale questionnaire to measure reading motivation and found that motivation was more strongly predicted for advanced readers. Finally, Archambault et al. (2010) found that over time, 1st–12th

grade participants that reported a lower belief in their competencies to read would eventually demonstrate lower levels of academic achievement in the long run. The findings of the current study contribute to this research. The students enrolled in an honors language arts course had a significantly different and higher reading motivation than those in general education language arts course. However, while the independent samples *t*-test demonstrated that there was a statistically significant difference in reading motivation between the two groups of students, there was only a medium effect size reported.

In conclusion, the findings gleaned from research question 2 are important for two reasons. First, this was the first study to be conducted that compared reading motivation between students enrolled in an honors and a general education language arts class. It is important for teachers to understand how students in their courses feel about reading and their motivation to read. Thus, the current study is an important contribution to the research literature. Second, though the finding that honors students would report higher reading motivation than those in a general education course is not surprising, the medium effect size suggests a need to look at and consider other factors that may be influencing reading motivation variances between these two groups besides those that were explored in the current study.

Research Question 3

The third research question was, "Is there a relationship between the constructs of reading motivation as defined by the expectancy-value theory (e.g., expectancies and the values of utility, intrinsic, attainment, and cost) and course selection/enrollment decisions?" Using a point-biserial test, the relationship between reading motivation and course choice was explored. The findings suggested that the higher the reading motivation students reported on the EVRQ, the more likely they were to enroll in an honors language arts course. When the point-biserial test

was run to explore the items grouped by either task value (attainment, utility, cost, and intrinsic) or expectancies (reader identity/past experiences), it was determined that there were positive correlations between each of these values/expectancies. However, not all of the positive correlations were statistically significant. Only the group of EVRQ items related to the attainment value reported both a positive correlation and a statistically significant relationship with course enrollment.

This finding suggests that the defining difference in the relationship between reading motivation of honors and general education language arts students seems to be directly related to the desire to complete a reading task successfully or the value students placed on the grades received for completing the reading tasks. This finding reinforces the findings from research question 1 that noted the importance the 9th graders placed on their attainment or their ability to do well on a given reading task.

Research Question 4

The fourth and final research question was, "How do students enrolled in 9th grade general or honors language arts classes describe their reading motivation and the influences of their course enrollment decisions?" The data for this question was qualitative where the data collected to answer research questions 1, 2, and 3 were quantitative data. Six participants were chosen from the EVRQ surveys to be interviewed to answer the fourth research question. Using a semi-structured interview format, these six participants were asked many questions about their reading motivation from the perspective of expectancy-value theory, as well as their decisions about which language arts class they enrolled in. Six themes emerged from the qualitative data using Crewell's (2012) data analysis process and procedures. The themes were as follows: reader identity; perceived competence; cost and choices to read; perceived usefulness and expectation

for reading in life; and course selection. The emergent themes demonstrated how complex reading motivation truly was for each of the participants. The findings from the six themes will be discussed beginning with the expectancies (e.g., the background experiences and reader identity), and how these expectancies related to course enrollment decisions, followed by a discussion of each of the four task values including intrinsic, attainment, utility, and cost.

Expectancies

The first set of findings was related to reader identity and this identity was tied to the lack of understanding many of the participants revealed about what exactly counts as reading. Knowing what reading entails is critical to understanding one's reader identity and it was determined that this confusion about reading may also be impacting adolescent reading motivation. This is an important distinction to make because Eccles et al.'s (1983) theoretical model (see Figure 1) demonstrates how personal identities surrounding reading can lead to expectations for future success with reading and can ultimately shape and inform the task values (attainment, utility, cost, and intrinsic motivation) held by students.

When asked about reading, both generally and specifically, participants in the current study seemed to associate the word "reading" with reading done at home for pleasure and not reading that was associated with school assignments. In contrast, students in Pitcher et al.'s (2007) study defined reading as only a school-based activity and as a result, the participants in that study responded to their identity as readers and writers more negatively. This finding also should be taken into consideration when interpreting the scores on the EVRQ, as the misunderstanding about what constituted as reading was not discovered until the interviews, and this misunderstanding likely impacted the EVRQ scores. The view of reading that some of the participants in the current study had reflected a very narrow view of reading and suggests that

conversations about the definition of reading and what constitutes as reading need to be had with children and adolescents in all grades.

The second misunderstanding students shared that was related to the definition of reading was regarding the types or formats of reading materials. The participants in the current study revealed their thinking that to be considered reading, one must be reading from a novel in a paperback book. For example, a few of the students were surprised during the interview to discover that reading materials from the internet (e.g., newspaper articles or other digital texts) were also examples of reading. Some of the participants in the current study were reading more than they originally thought because their understanding of reading had previously only included reading novels from paperback or hardcover books. Clearly, formats and types of texts are varied and ever increasing. Helping students understand that reading material is represented by multiple genres and formats, including both paper and digital. This finding also corroborates Malloy et al.'s (2017) suggestion that it is important to assess students' motivation for reading both nonfiction and fiction separately in order to better address student motivation and needs. Similarly, prior research conducted by Gilson et al. (2018) demonstrated how 6th grade students expressed how they enjoyed reading nonfiction better than reading fiction. In the present study, many students did not acknowledge this type of reading (nonfiction) as reading.

Because some of the participants in this study demonstrated a very narrow view of what constituted as reading, they initially did not seem to identify or see themselves as readers. Not having reading be a part of their identity even though these students were actively reading a variety of materials and reading daily could have strongly influenced how they expected to do on reading assignments, as well as their levels of motivation based on the task values outlined in Eccles et al.'s (1983) theoretical model. If the participants in the current study had a broader

definition of and understanding of what constituted as reading, they might have identified more strongly as readers.

One possible way to define reading for adolescents was determined based on the information gathered in the interviews. A possible definition of reading might include that reading counts in any form, regardless of genre (fiction, nonfiction, poetry, articles, blogs, etc.) or format (online, e-book, print). If adolescents understood more clearly the definition of reading, it is likely that their reading motivation will be impacted in positive and meaningful ways.

Course Selection

Another finding that was determined after the analysis of the responses generated during the interviews was that reading motivation does not seem to be strongly related to the decision made about which course to enroll in. This is an interesting finding considering the assumptions many teachers make about those students who are enrolled in either an honors or general education language arts class. For example, many teachers assume that those students in an honors language arts course are likely to be more motivated to read based on their ability and previous experiences with reading. In other words, honors students are frequently viewed as having better past experiences with reading, and as a result, they expect and want to perform better on assigned reading tasks compared to general education students and are more motivated (Cox & Guthrie, 2001). It may also be assumed that honors students find more use and enjoyment in reading, and are more willing to choose reading in their free time.

The results from the current study demonstrated just the opposite. All of the interview participants, regardless of the course they were enrolled in seemed to demonstrate a similar interest in performing well in their language arts course. For example, James (high/general) and

Isaac (high/honors) both described good experiences with reading, and both expected that they would perform well on reading tasks associated with their language arts class. Similarly, students enrolled in both the honors and general education courses reported enjoying reading in similar ways such as those reported in Carson's (medium/general) and Liam's (high/honors) interviews.

The opposite was also true. Students, regardless of the course they were enrolled in, were found to be less motivated to read when they compared reading to other options and activities. For instance, Sierra (low/general) and Olivia (medium/honors) both discussed time restraints that caused them to not choose reading. These responses showed how course enrollment decisions did not necessarily lead to stronger reading motivation for the participants in this study. The idea that reading motivation should be based on individuals, and not categorized by groups is supported by the finding of Mucherah and Yoder (2008), who reported that motivation varies among 8th graders on many different factors including grade and gender.

The analysis of the interview data also demonstrated how support from others to take an honors course positively influenced the decisions the participants made when considering their options for either an honors or general education language arts course. Participants in the current study reported varying levels of support and input from others, but it seemed as if the support to take an honors course positively influenced the participants to consider taking the honors course more seriously. This finding aligns with prior research conducted by Klauda and Wigfield (2011), who also found that parent and teacher support contributed to reading motivation in positive ways. It is interesting to note that when describing those who influenced each of the participants' decision to take an honors or general education language arts course, all the students reported receiving feedback from parents and/or family. However, in addition to feedback from parents/family, only two students (Isaac and Liam) reported receiving support

from a teacher, and Olivia (general/medium) was the only student who reported receiving support from a school counselor to take an honors course. This finding reiterates the importance of surrounding students with positive support systems and repetitive encouragement related to their reading motivation and their course enrollment decisions. Input from others and from multiple individuals seems to matter and make a difference.

Attainment Task Value

Perceived competence and the desire to perform well on a given task, or the attainment value as described by Wigfield et al. (2016), seemed to influence the participants' reading motivation and ultimately seemed to be the driving force behind the language arts course enrollment decisions of the participants in the current study. Prior research conducted by Kelley and Decker (2009) demonstrated that a student's perceived competence accounts for up to 52% of reading motivation. Likewise, Wilson and Trainin (2007) found that 1st grade students' perceived competence made a significant and positive difference in their reading achievement. In the current study, participants reported wanting to do well on a given task because of the grade that would be received, and this was a strong motivator to complete the reading task. In fact, attainment task value seemed to be the biggest driving force and motivation for reading within the current study. Grades, or the attainment task value, seemed to overrule any of the other task values, because when it came down to it, participants were willing to do whatever they could to achieve a certain grade. Interestingly, this finding was displayed across students whether they enrolled in an honors class or a general education language arts course. All the participants reported the desire to get "good grades" with the lowest grade that any of the participants were willing to receive was a "B."

Intrinsic and Cost Task Value

There was so much overlap between the cost task value and the intrinsic task value within the responses made by the interview participants. This interconnectedness is also reflected in the research literature. Intrinsic cost value is defined as the enjoyment gained from completing a task (Wigfield et al. 2016), while the cost task value relates to what a person is willing to give up to read. Researchers have argued that cost task value has only limited support, and there is debate within the research as to whether it should be included as a task value at all (Wigfield & Cambria, 2010). For this reason, intrinsic and cost task value will be discussed together here, because the current study also demonstrated how these two values were interconnected and intertwined.

First, the participants' responses emphasized how reading decisions made by adolescents seem to be largely influenced by personal interest (intrinsic motivation) in the reading topic/materials and the time students had available for reading. The finding that reading interest in the reading topics is very important and supports those findings in Cox & Guthrie's (2001) study who explored how 3rd and 5th graders described reading for enjoyment, and that interest was even more important than the level of the reading material (which in some cases might be too high). While we don't know the actual reading level of the participants in the current study, these 9th graders also demonstrated how motivation was positively impacted by the participant's specific interest in the topic presented in the reading. This finding also confirms those reported in Edmunds and Bauserman's (2006) study where elementary school students were surveyed and interviewed about what motivated them to read. It was found that reading motivation was most positively impacted when there were interesting choices available. Additionally, there were many studies in the review of literature that discussed the CORI instructional approach, where an

important part of the literacy instruction heavily emphasizes reader choice and allows students to have options and choice in the reading materials/texts they are required to read. For example, Guthrie et al. (2000) examined the CORI instructional approach and found that participants taught with CORI and those that had the option to choose their reading scored higher on the motivation survey than those who did not have CORI or choice in their reading. Likewise, in another study exploring the CORI instructional approach (Wigfield, Guthrie, et al., 2004) found that students having a choice of interesting reading material increased reading motivation.

The idea of choice or enjoyment in reading about a specific topic seems to be an important influence on reading motivation, both in previous studies and in the current study. As a specific example, in the current study, Sierra (low/general) reported low reading motivation but discussed that she would read many articles online after school simply because she found them interesting. She also described how she would read one article, which would lead to another and another. Similarly, Liam's (low/honors) responses, the only other interview participant who reported low reading motivation, also verified that his lower levels of reading motivation didn't stop him from reading when he found something he enjoyed. On the other hand, the participants also mentioned how different hobbies and time commitments stopped them from reading. It seemed that when it came to choosing how to spend their time, participants would rather do other activities before reading. These two findings show the necessity of having access to interesting reading material, but also the reality that time constraints of students might prevent them from choosing to read.

In addition to the finding about enjoyment and interest, the responses from the interviews also showed that being extrinsically motivated to read was not as powerful as being intrinsically motivated to read. Participants did not like being forced to complete reading assignments from

school. Some participants, such as Carson (medium/general) and James (high/general), discussed that having a reading assignment actually made them want to read less. This finding is valuable in helping teachers understand adolescent reading motivation when it comes to school reading assignments specifically and those assignments that are frequently assigned in classrooms. Prior research done by Guthrie et al. (2007) who used interviews with 4th grade participants to show that participants liked having control over their book choices in relation to school assignments. One suggestion might be to provide multiple options for students to choose from that still fulfills the reading assignment, because allowing the students to select something they intrinsically enjoy seems to matter. The current study adds additional insight regarding the need to cultivate and consider intrinsic motivation as a way to boost overall reading motivation, and alleviates the negative feeling many students report when they feel forced to read.

Utility Task Value

The final finding from this study was related to the utility task value, or the usefulness of reading in the participants' future (Wigfield et al., 2016). There was substantial overlap noted in participants' responses when discussing the utility and attainment task values, similar to the overlap between the cost and intrinsic task values. Students seemed to have strong attainment value, which was the desire to get good grades. The reason why good grades seemed so important to the participants was because these grades would eventually have an impact on their future lives. Within this study, reading was seen as a way to help participants achieve the goals they had outlined for their future. Reading seemed to be viewed as useful in many of the participants' future careers, even if the career did not seem directly related to reading, and because of the value placed on the utility of reading. For example, Olivia (medium/honors) wanted to be a physical therapist or doctor, which does not have a direct reading focus, but she

still acknowledged that reading would be a part of that chosen career. Carson (medium/general) also mentioned how reading would be essential to his aspired career of being an architecture to help him understand the material and be a better communicator. Finally, James (high/honors) also saw reading as a way to strengthen his writing skills, which was his vocational goal. Viewing reading as a way to help improve future lives may be a way for students reading motivation to be increased.

The findings from research question four demonstrated how the participants' description of their reading motivation was not always straightforward. Clearly, there were many layers and components to reading motivation. In order to better understand the reading motivation of an individual, it takes effort to get to know the individual and their personal background experiences and to see how they value reading. From this vantage point, educators may be able to support students' reading motivation in a way that is meaningful and long-lasting.

Reconsidering the Proposed Theoretical Model

In Chapter 2, I outlined a proposed model that extended the original theoretical model that was posited by Eccles et al. (1983). See Figure 1 for the original theoretical model and my proposed model in Figure 2. The additions that I made to the model in Figure 2 were related to course selection as this was an area that had not yet been studied in the research literature and its relationship to reading motivation. After reviewing and integrating the quantitative and qualitative data from the current study, I reconsidered the role that each of the task values including attainment, utility, intrinsic, and cost, and the past experiences and reader identity played in relationship to reading motivation and course enrollment decisions. It became clear that there were some edits and adjustments that needed to be made to more accurately reflect what was found in both the quantitative and qualitative analyses. First, the interviews demonstrated

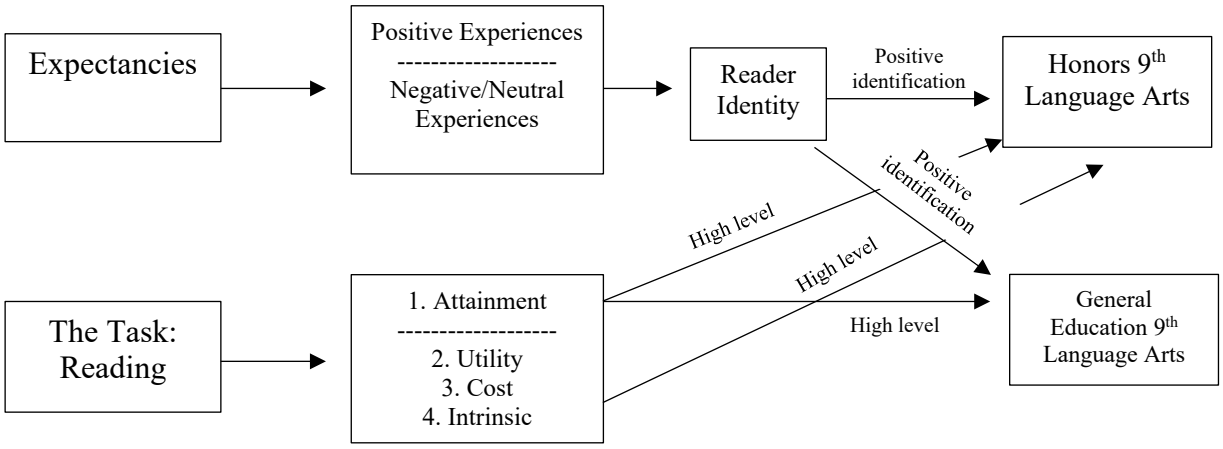
the critical importance of reader identity, and how reader identity could was confused by the participants based on their definition and understanding of what constituted as reading. This finding indicated that reader identity needed to be clearly articulated in the newly revised model (see Figure 4) and that this construct was separate and distinct from past experiences.

Previously, reader identity was considered to be only a part or a sub-category of the previous experiences that participants had with reading that influenced their reading motivation or their expectancy for success with reading. However, the findings from the current study articulated that past experiences seemed to be influencing reader motivation, and that the identity one holds about himself or herself as a reader is also important to understanding deeper levels of reading motivation and to uncover the misunderstanding some students have about reading and ultimately misunderstanding their identity as a reader. This concept was discussed and explored repeatedly by interview participants, and complex issues surrounding reader identity also emerged. Though reader identity is considered to be one of the expectancies in other models such as Eccles et al. (1983) model, the present study found reader identity to be deeply related to the students' reading motivation that it was decided it should have its own place within the expectancies in my proposed model.

The second change made in the proposed model (see Figure 2) was related to the attainment value. Previously, the attainment value was listed as one of the four task values. However, findings from the first, third, and fourth research questions in the current study suggested that attainment plays a much stronger role and holds a more prominent role in influencing reading motivation among adolescents than was realized in previous research. This is especially true in comparison to the other task values. For this reason, the attainment task value was separated as its own construct in Figure 4.

Figure 4

Proposed Theoretical Model Portraying the Interaction of Motivational Constructs from the Expectancy-Value Theory in Relation to Reading Motivation and Course Enrollment Decisions



Limitations

Every study has limitations and this study was no exception. First, only 6 of the overall 118 participants who completed the survey were interviewed, and while these students provided valuable information about reading motivation, they may not have been good representations of the majority of participants, and having more participants to interview would have allowed for additional or perhaps different insights.

Second, as discussed in the review of literature, there are many factors that make up a student's reading motivation and course enrollment decision-making process. Some of these factors include culture, family life, gender, ability in the subject, and friend's influences. Within the limited scope of the current study, it was not possible to explore all of these factors but exploring these factors could have provided valuable information in order to learn more about what influences reading motivation and the course enrollment decision-making processes.

Third, another potential limitation is that only seven of the 9th grade language arts classes were included in the study at Westwood High School. Including all of the 9th graders that were enrolled in a language arts course as part of the sample could have provided more information and could have contributed to different results and perhaps provided even more generalizable results. Additionally, a more diverse student sample for both the survey and interview portion of the study would have resulted in the possibility of gathering more information about reading motivation based on ethnicity and race and would have produced more generalizable results.

Fourth, an additional limitation comes from the survey containing only 13 questions or items. This was a deliberate decision in order to ensure that the survey was not too long so that more students would engage in the study and complete the survey. However, it is clear that 13 questions on a survey may not be enough questions to provide a complete picture of an individual's reading motivation and reasons behind selecting their language arts course. This became evident during the interviews when it was realized that the participants did not have a clear understanding of reading. This led to the next limitation in that the survey did not provide a definition of reading or what constituted as reading so students would have this in mind as they completed the survey. This could have provided greater clarity for the participants.

Finally, the survey instrument itself was a limitation in that it only allowed students to rate their motivation on a Likert scale as opposed to a questionnaire with open-ended questions that could have provided additional information. Another limitation of the survey was the social desirability involved with taking a survey such as the EVRQ that asks participants to rate their reading motivation. Researchers have identified the tendency of participants in research studies to be influenced by what is known as social desirability. Social desirability is when participants respond to a survey in a way that they believe will be viewed as acceptable by others, and this

tendency could have been a possibly biased the responses provided in the current study (Edwards, 1953).

Implications for Future Research

Researchers can expand our current knowledge and understanding related to reading motivation in adolescents and the course enrollment decisions by addressing questions that were raised but not answered completely in the current study. For example, future researchers could consider exploring the reading motivation of adolescents across several different high schools, and across grade levels, and ages of participants. This study was done on a relatively small scale, with just one high school. Multiple high schools would allow for a broader understanding within multiple contexts. Moreover, a longitudinal study that explored reading motivation and course enrollment decisions could capture how reading motivation and course enrollment decisions vary and change over time.

The EVRQ results and the interview data both demonstrated the necessity for greater clarity and more information needed regarding reading motivation. Open-ended questionnaires as well as additional qualitative forms of data including journals, interviews of peers, parents, and teachers, as well as focus groups could deepen our understanding of these issues. Another idea to consider in future studies would be to focus on the participants' perceptions of their reading motivation in comparison with their actual reading ability. The participants in this study had strong perceptions about their reading motivation, but this study did not consider the actual reading ability of these students. Knowing more about the relationship between these two factors could provide a more complete understanding about adolescent's reading motivation and how teachers and others might influence reading motivation and ultimately course enrollment decisions.

Another longitudinal study could be to track the reading motivation of a group of participants over their high school years. The current study only measured reading motivation at one point in time. It would be interesting to determine if and how students discussed their course enrollment decisions in the future and if any changes were made as a result of these interviews. Because of the limited timeframe of the current study, there was no way of knowing if the interview participants will follow through with what they related about their course enrollment decisions or their career aspirations. A longitudinal study like this could provide more in-depth information about reading motivation and the course enrollment decisions of adolescents.

Finally, researchers could also perform a study that focused on the reported reading amount and motivation levels and compare this with participants' actual reading amount and ability. Some of the participants reported reading a few hours every day, but without a way to confirm this information, this factor could not be included in an analysis exploring their reported reading motivation.

Implications for Practitioners

Based on the results of this study, certain practices could be used by teachers to help foster and increase reading motivation and possibly influence course enrollment decisions. The suggestions provided for classroom teachers will be described next. First, striving to build relationships with students to support their reading is requisite. It is clear that teachers can support students and ultimately their reading motivation by being sure to connect with each student and to learn what interests students have and what motivates each student. Having teacher support and the importance of teacher engagement was discussed by two of the honors participants in the current study, but none of the participants enrolled in the general education courses reported teacher support. One way for teachers to support their individual students and to

increase reading motivation and possibly influence course enrollment decisions would be to discuss the importance of reading. Teachers could also discuss the types of courses that will help students experience success and these discussions should be held with students gradually and repeatedly over time. It should not be a one-time conversation that only happens around the time that students enroll in future courses. These conversations will prepare students to confidently move towards enrolling in an honors language arts course, if that is their desire and their decision.

Building a relationship with students about their reading motivation and reader identity will also allow for a possible expansion of perceived competence. Grades should not be the only feedback that informs a student's perceived competence as currently seems to be the case. Throughout the interviews it was demonstrated how a certain grade was desired by each of the participants and that most students, regardless of the course they were taking, valued doing well in class. Grades also seemed to be the main way that the participants could gauge their competence in reading though it is true that grades are limited in their ability to provide accurate information about ability. Teachers have an opportunity to provide meaningful feedback and to have discussions with students about their reading abilities through other means than by simply assigning a grade. The findings from the current study suggest that these practices could improve students' reader identity and perceived competence.

Next, teachers should consider creating reading activities and opportunities that are of interest to specific students. The participants in the current study discussed their hesitancy to choose reading during their free time if it was not something that they had an interest in. Teachers could draw on this finding by getting to know the student interests and providing reading materials that align more closely with these identified interests. This would allow

students to possibly find more enjoyment from reading and increase their reading motivation and perhaps ultimately their reading ability. This suggestion is also supported by the research of Guthrie et al. (2005) and Guthrie and Wigfield (2007). Guthrie et al. (2005) discovered how situational reading interest could turn into more long-term reading interest. This implies that when students have interest in reading on a given topic, their reading motivation increases. Guthrie et al. (2007) found that stimulating reading tasks increased more long-term reading motivation over time. Perhaps if students were encouraged to read something that they were interested in, then their reading motivation would be higher.

Third, teachers should emphasize and clarify the definition of reading. Helping students understand that reading is much more than just the reading they do at home or school, and that reading actually encompasses all types, genres, and formats could help many students view their own reading habits and activities more clearly, and perhaps even strengthen their reader identity. This would also help alleviate misunderstandings some students have about reading, so that students could see how much time they spend reading and can value the times they are in fact reading. Many students in the current study didn't consider the activities they were doing daily to be reading even though they were. Another way to expand the definition of reading would be to have teachers model a variety of reading formats and genres. Currently, many teachers attempt to generate a discussion around reading by posting signs outside their classroom doors that list the latest book the teacher is reading. This is a good start to opening a discussion about reading with students. However, most of the reading included on these signs does not extend beyond novels. It would be helpful for teachers to include and suggest other reading materials, such as news articles or blogs that teachers are currently reading so this information on reading signs can help to broaden the students' limited definition of reading based on the results of this study.

Conclusions

In Chapter 1, I explained the questions I had related to how reading motivation played a role in the course selection process students made to enroll in either an honors or general education language arts course. I had observed from my own teaching experiences how there were many motivated and capable students who would decide not to enroll in an accelerated honors course even though they were capable of being successful in these courses. Knowing the influence that these honors courses and advanced placement courses had on college admittance and successful experiences in college, I felt it was important to understand what was driving these decisions. Within the current study, I found that reading motivation is much more complicated than can be easily understood through one survey or from two semi-structured interviews with participants. The 9th grade students in the current study reported having varying values related to their reading motivation, and many of those values merged, overlapped, and/or competed against one another. In the process of surveying and interviewing the participants, I was able to determine the influences of reading motivation and ultimately course enrollment decisions. Moreover, having these conversations with these six participants might have influenced their reading motivation in meaningful ways, and perhaps our conversations will stay with them to help encourage their reading motivation and to be mindful of their reading abilities and reading motivation when making course enrollment decisions regarding their future language arts courses. My hope is that this study will also encourage researchers and teachers to more fully understand how adolescents describe their reading motivation and their course enrollment decisions.

REFERENCES

Alexander, P. A., & Winne, P. H. (2012). *Handbook of educational psychology*. Routledge.

Archambault, I., Eccles, J. S., & Vida, M. N. (2010). Ability self-concepts and subjective value in literacy: Joint trajectories from grades 1-12. *Journal of Educational Psychology, 102*(4), 804–816. https://doi.org/10.1037/a0021075

Atkinson, J. W. (1957). Motivational determinants of risk-taking behavior. *Psychological Review*, *64*(6, Pt.1), 359–372. https://doi.org/10.1037/h0043445

Baker, L., & Wigfield, A. (1999). Dimensions of children's motivation for reading and their relations to reading activity and reading achievement. *Reading Research Quarterly*, *34*(4), 452–477. https://doi.org/10.1598/rrq.34.4.4

Bernard, H. R. (2011). *Research methods in anthropology: Qualitative and quantitative approaches*. Altamira Press.

Bloomberg, L. D., & Volpe, M. (2019). *Completing your qualitative dissertation: A road map from beginning to end*. Sage.

Cantrell, S. C., Rintamaa, M., Anderman, E. M., & Anderman, L. H. (2017). Rural adolescents' reading motivation, achievement and behavior across transition to high school. *The Journal of Educational Research, 111*(4), 417–428. https://doi.org/10.1080/00220671.2017.1284737

Cohen, J. (1988). *Statistical power analysis for the behavioral sciences*. L. Erlbaum Associates.

Conger, D., Long, M. C., & Iatarola, P. (2009). Explaining race, poverty, and gender disparities in advanced course-taking. *Journal of Policy Analysis and Management*, *28*(4), 555–576. https://doi.org/10.1002/pam.20455

Cox, K. E., & Guthrie, J. T. (2001). Motivational and cognitive contributions to students amount of reading. *Contemporary Educational Psychology, 26*(1), 116–131. https://doi.org/10.1006/ceps.1999.1044

Creswell, J. W., & Plano Clark, V. L. (2010). *Designing and conducting mixed methods research*. SAGE.

Creswell, J. W. (2007). *Qualitative inquiry & research design: Choosing among five approaches* (2nd ed.). SAGE.

Creswell, J. W. (2012). *Educational research: Planning, conducting, and evaluating quantitative and qualitative research*. Pearson.

Cronbach, L. J. (1951). Coefficient alpha and the internal structure of tests. *Psychometrika*, 16, 297–334. https://doi.org/10.1007/bf02310555

Denzin, N. K. (1978). *Sociological methods*. McGraw-Hill.

Eccles, J. S. (2005). Subjective task values and the Eccles et al. model of achievement related choices. In A. J. Elliot & C. S. Dweck (Eds.), *Handbook of competence and motivation* (pp. 105–121). Guilford.

Eccles, J. S., Adler, T. F., Futterman, R., Goff, S. B., Kaczala, C. M., Meece, J. L., & Midgley, C. (1983). Expectancies, values, and academic behaviors. In J. T. Spence (Ed.), *Achievement and achievement motivation* (pp. 75–146). W. H. Freeman.

Eccles, J. S., & Wigfield, A. (1995). In the mind of the actor: The structure of adolescents' achievement task values and expectancy-related beliefs. *Personality and Social Psychology Bulletin, 21*(3), 215–225. https://doi.org/10.1177/0146167295213003

Edmunds, K. M., & Bauserman, K. L. (2006). What teachers can learn about reading motivation through conversations with children. *The Reading Teacher, 59*(5), 414–424. https://doi.org/10.1598/rt.59.5.1

Edwards, A. (1953). The relationship between the judged desirability of a trait and the probability that the trait will be endorsed. *Journal of Applied Psychology*, *37*(2), 90–93. https://doi.org/10.1037/h0058073

Feather, N. T. (1988). Values, valences, and course enrollment: Testing the role of personal values within an expectancy-valence framework. *Journal of Educational Psychology, 80*(3), 381–391. https://doi.org/10.1037/0022-0663.80.3.381

Froiland, J. M., & Oros, E. (2013). Intrinsic motivation, perceived competence and classroom engagement as longitudinal predictors of adolescent reading achievement. *Educational Psychology*, *34*(2), 119–132. https://doi.org/10.1080/01443410.2013.822964

Gaspard, H., Dicke, A.-L., Flunger, B., Schreier, B., Häfner, I., Trautwein, U., & Nagengast, B. (2015). More value through greater differentiation: Gender differences in value beliefs about math. *Journal of Educational Psychology*, *107*(3), 663–677. https://doi.org/10.1037/edu0000003

Gastwirth, J. L., Gel, Y. R., & Miao, W. (2009). The impact of Levene's test of equality of variances on statistical theory and practice. *Statistical Science*, *24*(3), 343–360. https://doi.org/10.1214/09-sts301

Gilson, C. M., Beach, K. D., & Cleaver, S. L. (2018). Reading motivation of adolescent struggling readers receiving general education support. *Reading & Writing Quarterly, 34*(6), 505–522. https://doi.org/10.1080/10573569.2018.1490672

Glass, G. V., & Hopkins, K. D. (2008). *Statistical methods in education and psychology*. Allyn & Bacon.

Guthrie, J. T., Hoa, A. L., Wigfield, A., Tonks, S. M., Humenick, N. M., & Littles, E. (2007). Reading motivation and reading comprehension growth in the later elementary years. *Contemporary Educational Psychology, 32*(3), 282–313. https://doi.org/10.1016/j.cedpsych.2006.05.004

Guthrie, J. T., Hoa, L. W., Wigfield, A., Tonks, S. M., & Perencevich, K. C. (2005). From spark to fire: Can situational reading interest lead to long-term reading motivation? *Reading Research and Instruction*, *45*(2), 91–117. https://doi.org/10.1080/19388070609558444

Guthrie, J. T., Wigfield, A., & Vonsecker, C. (2000). Effects of integrated instruction on motivation and strategy use in reading. *Journal of Educational Psychology, 92*(2), 331–341. https://doi.org/10.1037/0022-0663.92.2.331

Higgins, E.T. (2007). Value. In A. W. Kruglanski & E. Tory Higgins (Eds.), *Handbook of social psychology* (2nd ed., pp. 454–472). Guilford Press.

Hulleman, C. S., Barron, K. E., Kosovich, J. J., & Lazowski, R. A. (2016). Student motivation: Current theories, constructs, and interventions within an expectancy-value framework. In A. A. Lipnevich, R. Preckel, & R. D. Roberts (Eds.), *The Springer series on human exceptionality. Psychosocial skills and school systems in the 21st century: Theory, research, and practice* (pp. 241–278). Springer International Publishing. https://doi.org/10.1007/978-3-319-28606-8_10

Ivankova, N. V., Creswell, J. W., & Stick, S. L. (2006). Using mixed-methods sequential explanatory design: From theory to practice. *Field Methods*, *18*(1), 3–20. https://doi.org/10.1177/1525822x05282260

Ivey, G., & Broaddus, K. (2001). “Just plain reading”: A survey of what makes students want to read in middle school classrooms. *Reading Research Quarterly, 36*(4), 350–377. https://doi.org/10.1598/rrq.36.4.2

Kelley, M. J., & Decker, E. O. (2009). The current state of motivation to read among middle school students. *Reading Psychology, 30*(5), 466–485. https://doi.org/10.1080/02702710902733535

Klauda, S., & Guthrie, J. (2015). Comparing relations of motivation, engagement, and achievement among struggling and advanced adolescent readers. *Reading and Writing, 28*(2), 239–269. https://doi.org/10.1007/s11145-014-9523-2

Klauda, S. L., & Wigfield, A. (2011). Relations of perceived parent and friend support for recreational reading with children’s reading motivations. *Journal of Literacy Research, 44*(1), 3–44. https://doi.org/10.1177/1086296x11431158

Long, M. C., Conger, D., & Iatarola, P. (2012). Effects of high school course-taking on secondary and postsecondary success. *American Educational Research Journal*, *49*(2), 285–322. https://doi.org/10.3102/0002831211431952

Malloy, J. A., Parsons, A. W., Marinak, B. A., Applegate, A. J., Applegate, M. D., Reutzel, D. R., Gambrell, L. B. (2017). Assessing (and addressing!) motivation to read fiction and nonfiction. *The Reading Teacher, 71*(3), 309–325. https://doi.org/10.1002/trtr.1633

Merriam, S. B. (2009). *Qualitative research: A guide to design and implementation*. Jossey-Bass.

Mucherah, W., & Yoder, A. (2008). Motivation for reading and middle school students’ performance on standardized testing in reading. *Reading Psychology, 29*(3), 214–235. https://doi.org/10.1080/02702710801982159

Musu-Gillette, L. E., Wigfield, A., Harring, J. R., & Eccles, J. S. (2015). Trajectories of change in students' self-concepts of ability and values in math and college major choice. *Educational Research and Evaluation, 21*(4), 343–370. https://doi.org/10.1080/13803611.2015.1057161

Nagy, G., Trautwein, U., Baumert, J., Köller, O., & Garrett, J. (2006). Gender and course selection in upper secondary education: Effects of academic self-concept and intrinsic value. *Educational Research and Evaluation, 12*(4), 323–345.

National Governors Association Center for Best Practices, Council of Chief State School Officers (2010). *Common core state standards: Language arts*. http://www.corestandards.org/ELA-Literacy/

Patton, M. Q. (1990). *Qualitative evaluation and research methods*. Sage.

Pitcher, S. M., Albright, L. K., Delaney, C. J., Walker, N. T., Seunarinesingh, K., Mogge, S., 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. https://doi.org/10.1598/jaal.50.5.5

Public School Review (2020). *Westwood high school profile*. Westwood, UT. https://www.publicschoolreview.com/Westwood-high-school-profile

Riegle-Crumb, C., Farkas, G., & Muller, C. (2006). The role of gender and friendship in advanced course taking. *Sociology of Education*, *79*(3), 206–228. https://doi.org/10.1177/003804070607900302

Ryan, R. M., & Deci, E. L. (2000). Self-determination theory and the facilitation of intrinsic motivation, social development, and well-being. *American Psychologist*, *55*(1), 68–78. https://doi.org/10.1037/0003-066x.55.1.68

Schiefele, U., Schaffner, E., Moller, J., & Wigfield, A. (2012). Dimensions of reading motivation and their relation to reading behavior and competence. *Reading Research Quarterly*, *47*(4), 427–463. https://doi.org/10.1002/RRQ.030

Stake, R. E. (2015). *Multiple Case Study Analysis*. The Guilford Press.

Stanovich, K., & Cunningham, A. (2004). Inferences from correlational data: Exploring association with reading experience. In N. Duke and M. Mallette, (Eds.), *Literacy research methodologies* (pp. 28–45). The Guilford Press.

Unrau, N., & Schlackman, J. (2006). Motivation and its relationship with reading achievement in an urban middle school. *The Journal of Educational Research, 100*(2), 81–101. https://doi.org/10.3200/joer.100.2.81-101

Wigfield, A. (1994). Expectancy-value theory: A developmental perspective. *Educational Psychology Review*, *6*(1), 49–78. https://doi.org/10.1007/bf02209024

Wigfield, A. (1997). Reading motivation: A domain-specific approach to motivation. *Educational Psychologist*, *32*(2), 59–68. https://doi.org/10.1207/s15326985ep3202_1

Wigfield, A., & Cambria, J. (2010). Students' achievement values, goal orientations, and interest: Definitions, development, and relations to achievement outcomes. *Developmental Review, 30*(1), 1–35. https://doi.org/10.1016/j.dr.2009.12.001

Wigfield, A., & Eccles, J. S. (2000). Expectancy-value theory of achievement motivation. *Contemporary Educational Psychology*, *25*(1), 68–81. https://doi.org/ 10.1006/ceps.1999.1015

Wigfield, A., Eccles, J. S., Schiefele, U., Roeser, R. W., & Davis-Kean, P. (2006). Development of achievement motivation. In N. Eisenberg (Ed.), *Handbook of child psychology* (pp. 933–1002). John Wiley.

Wigfield, A., & Guthrie, J. T. (1997). Relations of childrens' motivation for reading to the amount and breadth or their reading. *Journal of Educational Psychology*, *89*(3), 420–432. https://doi.org/10.1037/0022-0663.89.3.420

Wigfield, A., Guthrie, J. T., Tonks, S., & Perencevich, K. C. (2004). Childrens' motivation for reading: Domain specificity and instructional influences. *The Journal of Educational Research, 97*(6), 299–310. https://doi.org/10.3200/joer.97.6.299-310

Wigfield, A., Tonks, S., & Eccles, J. S. (2004). Expectancy-value theory in cross-cultural perspective. In D. M. McInerney & S. Van Etten (Eds.), *Research on sociocultural influences on motivation and learning, volume 4: Big theories revisited* (pp. 165–198). Information Age Publishing.

Wigfield, A., Tonks, S.M., & Klauda, S.L. (2016). Expectancy value theory. In D. B. Miele & K. R. Wentzel (Ed.), *Handbook of motivation at school* (pp. 55–74). Routledge.

Wilson, K. M., & Trainin, G. (2007). First-grade student's motivation and achievement for reading, writing, and spelling. *Reading Psychology, 28*(3), 257–282. https://doi.org/ 10.1080/02702710601186464

Wolters, C., Denton, C., York, M., & Francis, D. (2013). Adolescents' motivation for reading: Group differences and relation to standardized achievement. *Reading and Writing, 27*(3), 503–533. https://doi.org/10.1007/s11145-013-9454-3

Yin, R. K. (2009). *Case study research: Design and methods*. Sage.

Yin, R. K. (2016). *Qualitative research from start to finish*. Guilford Press.

APPENDIX A

Expectancy-Value Reading Questionnaire (EVRQ)

Name: _____ Date: _____

Circle which class you are in:

Honors Language Arts 9 Language Arts 9

As a researcher and teacher, I'm interested in learning more about your motivation for reading. For each statement in this survey, there is a range of answers that can be used to describe how you feel about reading. Read each sentence and circle the appropriate number (ranging from 1–4) that describes your feeling about the statement. There are no right or wrong answers. The answers on this survey will look like this:

Very Different From Me	A Little Different From Me	A Little Like Me	A Lot Like Me
1	2	3	4

If the statement is **very different from you**, circle 1.
If the statement is **a little different from you**, circle 2.
If the statement is **a little like you**, circle 3.
If the statement is **a lot like you**, circle 4.

Now you are ready to start! Remember, when you are answering, circle only ONE answer for each statement and not leave any statements unanswered. Please take your time to consider each question.

1. The amount of effort it takes to do well in a Language Arts class is worthwhile to me.

Very Different From Me	A Little Different From Me	A Little Like Me	A Lot Like Me
1	2	3	4

2. Reading is very useful for my daily life outside school.

Very Different From Me	A Little Different From Me	A Little Like Me	A Lot Like Me
1	2	3	4

3. I like reading very much.

Very Different From Me	A Little Different From Me	A Little Like Me	A Lot Like Me
1	2	3	4

4. I choose to read over other activities because it is worth it for the grade I will get in my Language Arts class.

Very Different From Me	A Little Different From Me	A Little Like Me	A Lot Like Me
1	2	3	4

5. I think I will do well in my Language Arts class this year.

Very Different From Me	A Little Different From Me	A Little Like Me	A Lot Like Me
1	2	3	4

6. Getting good grades in Language Arts is very important to me.

Very Different From Me	A Little Different From Me	A Little Like Me	A Lot Like Me
1	2	3	4

7. Reading is very useful for what I want to do after graduation and in my future career.

Very Different From Me	A Little Different From Me	A Little Like Me	A Lot Like Me
1	2	3	4

8. In general, I find reading very interesting.

Very Different From Me	A Little Different From Me	A Little Like Me	A Lot Like Me
1	2	3	4

9. I would often pick reading to do in my free time over other activities.

Very Different From Me	A Little Different From Me	A Little Like Me	A Lot Like Me
1	2	3	4

10. Compared to other students, I think I will do much better than other students in Language Arts this year.

Very Different From Me	A Little Different From Me	A Little Like Me	A Lot Like Me
1	2	3	4

11. I feel that, to me, being good at reading is very important.

Very Different From Me	A Little Different From Me	A Little Like Me	A Lot Like Me
1	2	3	4

12. I am good at reading.

Very Different From Me	A Little Different From Me	A Little Like Me	A Lot Like Me
1	2	3	4

13. I have had good experiences with reading.

Very Different From Me	A Little Different From Me	A Little Like Me	A Lot Like Me
1	2	3	4

Explanation of Items from the Expectancy-Value Reading Questionnaire
(For reference only - not shared with participants)

Attainment value The amount of effort it takes to do well in a Language Arts is worthwhile to me. Getting good grades in Language Arts is very important to me. I feel that, to me, being good at reading is very important.
Utility value Reading is very useful for my daily life outside school. Reading is very useful for what I want to do after graduation and in my future career. I choose to read over other activities because it is worth it for the grade I will get in my Language Arts class.
Intrinsic value I like reading very much. In general, I find reading very interesting.
Cost value I choose to read over other activities because it is worth it for the grade I will get in my Language Arts class. I would often pick reading to do in my free time over other activities.
Class Choice I think I will do well in my Language Arts class this year. Compared to other students, I think I will do much better than other students in Language Arts this year.
Expectancies I think I will do well in my Language Arts class this year. Compared to other students, I think I will do much better than other students in Language Arts this year. I am good at reading. I have had good experiences with reading.

APPENDIX B

Semi-Structured Interview Questions

Questions about Respondent's Background

- Tell me about your family. What language do you speak at home with your family? What do you like to do with your time? What are some of your hobbies? Tell me your feelings about school. What do you like or not like about school? Do you read often with your family?

Questions about Respondent's Reading Background

- How do you feel about reading? What do you remember about learning to read? How would you define reading? How much time do you spend reading? What kind of things do you read?

Questions about Respondent's Attainment Reading Value

- How important are good grades to you? What about specifically in Language Arts? How important is doing well at reading to you? What does being a good reader make you think of?

Questions about Respondent's Utility Reading Value

- Do you think that reading is useful? Why or why not? Do you think that reading is going to be a big part of your life when you grow up? Why or why not? Do you mostly read because it will bring you something better in the future?

Questions about Respondent's Intrinsic Reading Value

- What do you enjoy about reading? When, if at all, do you feel like you are naturally motivated to read? How important is getting good grades to you? Do you feel like you need to read to get a good grade in Language Arts, and does that make you want to read?

Questions about Respondent's Cost Reading Value

- How do you usually decide to spend your free time? Do you feel like it is worth it to read in your free time? Why or why not?

Questions about Respondent's Class Choice Decisions

- Why did you decide to choose the Language Arts class you did? Did anyone ever encourage you to take the Language Arts classes you have? If yes, who were they?

Questions about Respondent's Reading Expectancies

- How do you usually expect to do when it comes to reading? If you do well at reading how does that impact your reading?

Additional Questions:

- Why did you rate yourself a (blank) on question (blank)? What kind of person would give themselves a 5 on that question?

APPENDIX C

Institutional Review Board Forms and Materials

Youth Assent (15–17 years old)
Ninth-Grade Student's Motivation for Reading

What is this study about?
My name is McKenna Simmons. I am from Brigham Young University. I would like to invite you to take part in a research study. Your parent(s) know we are talking with you about this study. This form will tell you about the study to help you decide whether or not you want to be in it.

In this study, we want to learn more about 9th graders' reading motivation. You were invited to participate because you are a 9th grade student in a Language Arts class at Westwood High School.

What am I being asked to do?
If you decide to be in the study, the following will occur:

- All 9th grade students in your Language Arts class have completed a 13-item survey about reading motivation.
- Mrs. Simmons will only use the survey responses from students who have signed this assent form and whose parents have signed the permission form. Your teacher will keep the surveys of students who do not participate in the study.
- In the future, you might be asked to participate in an interview after you have completed the survey, but the interview will take place on another day and time.
- Students who agree to be part of the study and allow Mrs. Simmons to use their survey responses will be given a candy bar.

What are the benefits to me for taking part in the study?
Taking part in this research study may not help you in any way specifically, but it is hoped that through your participation, researchers may learn about reading motivation among 9th graders and this information may assist Language Arts teachers in improving their instructional strategies to encourage reading motivation.

Can anything bad happen if I am in this study?
The risks to this study are small. You might be uncomfortable or embarrassed to answer questions on the survey about how you feel about reading and your motivation to read. If you decide that if you would rather not have your survey be part of the study, you can simply let us know.

Who will know that I am in the study?
We won't tell anybody that you are in this study and everything you share in the survey will be kept private. Your parent(s) will know that you took part in the study, but we won't tell them

anything you shared in your survey. When we tell other people or write articles about what we learned in the study, we won't include your name or that of anyone else who took part in the study.We will keep the surveys locked in a locked file cabinet in a locked office. We are required to keep the data for 3 years where at that point, we will destroy the surveys.

Do I have to be in the study?
No, you don't. The choice is up to you. You will be asked to complete the survey for your teacher but your survey does not need to be included in the study. No one will get angry or upset if you don't want to do this. You can change your mind at any time if you decide you don't want to be in the study anymore.

What if I have questions?
If you have questions at any time, you can ask us and you can talk to your parents about the study. We will give you a copy of this form to keep. If you want to ask us questions about the study, contact McKenna Simmons at mckennaedwards@gmail.com or Dr. Sarah K. Clark at sarah_clark@byu.edu.

You may also contact the IRB Administrator at Brigham Young University, A-285 ASB, Provo, UT 84602. Call (801) 422-1461 or send emails to irb@byu.edu.

You will receive a candy bar for being in this research study, and sharing your answers on the survey.

If you want to be in this study, please sign and print your name.

Name (printed): _____ Date: _____

Signature: _____

Parental Permission for a Minor
Ninth-Grade Student's Motivation for Reading and Course Choice

Introduction
My name is McKenna Simmons. I am a graduate student from Brigham Young University. I am conducting a research study about 9th grade reading motivation to determine how we can better support students. I am conducting this study under the supervision of my faculty advisor, Dr. Sarah Clark. Your child was invited to participate because your child is a 9th grade student in a Language Arts class at Westwood High School.

Procedures
If you agree to let your child participate in this research study, the following will occur:

- All 9th grade students in your Language Arts class will complete a 13-item survey about reading motivation.
- The survey will take approximately 15 minutes to complete and will take place during the beginning or ending of their Language Arts class on that given day.
- Mrs. Simmons will only use student survey responses from students who have signed an assent form and whose parents have signed this permission form. Your child's teacher will keep the surveys of students who do not participate in the study.
- In the future, your child might be asked to participate in an interview to provide more information about your child's reading motivation. The interview will take place on another day and time.

Risks/Discomforts
There is a risk of loss of privacy, which the researchers will reduce by not using real names or other identifiers in the written report. The researchers will also keep all data in a locked file cabinet in a secure location. Only the researchers will have access to the data. At the end of the study, these data will be kept in the researcher's locked cabinet and eventually deleted.

There may be some discomfort caused by your child responding to questions about their reading motivation. Your child may choose to not to have their survey included in the study and this will not affect his/her standing in school or grades in his/her Language Arts class.

Confidentiality
The paper copies of the reading motivation surveys will be kept in the researcher's locked cabinet in a locked office and only the researchers will have access to these surveys. All identifying information will be removed and each student will be an assigned a number to maintain confidentiality. We are required to keep the data for 3 years where at that point, we will destroy the interview transcripts.

Benefits
There will be no direct benefits for your child's participation in this project. However, there will be benefits to society by helping researchers and Language Arts teachers better understand and support students' reading motivation.

Compensation
Participants will receive a small candy bar for completing the survey.

Questions about the Research
If you have questions regarding this study, you may contact McKenna Simmons at mckennaedwards@gmail.com or Dr. Sarah K. Clark at 801-422-4607 or sarah_clark@byu.edu for further information.

Questions about your child's rights as a study participant or to submit comment or complaints about the study should be directed to the IRB Administrator, Brigham Young University, A-285 ASB, Provo, UT 84602. Call (801) 422-1461 or send emails to irb@byu.edu.

You have been given a copy of this parental permission form to keep.

Participation
Participation in this research study is voluntary. You are free to decline to have your child participate in this research study. You may withdraw you child's participation at any point without affecting your child's grade/standing in school.

Child's Name: _____

Parent Name: _____ Date: _____

Signature: _____

Permiso parental para un menor
Motivación del estudiante de noveno grado para la lectura y la elección de clases

Introducción
Mi nombre es McKenna Simmons. Soy un estudiante graduado de la Universidad Brigham Young. Estoy llevando a cabo un estudio de investigación sobre la motivación lectora del noveno grado para determinar cómo podemos apoyar mejor a los estudiantes. Estoy llevando a cabo este estudio bajo la supervisión de la asesora de mi facultad, la Dra. Sarah Clark. Su hijo fue invitado a participar porque su hijo es un estudiante de noveno grado en una clase de artes del lenguaje en Westwood High School.

Procedimientos
Si acepta dejar que su hijo participe en este estudio de investigación, ocurrirá lo siguiente:

- Todos los estudiantes de noveno grado en su clase de Artes del Lenguaje completarán una encuesta de 13 ítems sobre motivación para leer.
- La encuesta tardará aproximadamente 15 minutos en completarse y se llevará a cabo durante el comienzo o el final de su clase de Artes del Lenguaje en ese día.
- La Sra. Simmons solo usará las respuestas de las encuestas de estudiantes que hayan firmado un formulario de consentimiento y cuyos padres hayan firmado este formulario de permiso. El maestro de su hijo mantendrá las encuestas de los estudiantes que no participan en el estudio.
- En el futuro, se le podría pedir a su hijo que participe en una entrevista para proporcionar más información sobre la motivación de lectura de su hijo. La entrevista tendrá lugar otro día y hora.
-

Riesgos / molestias
Puede haber algunas molestias causadas por su hijo al responder preguntas sobre su motivación para leer. Su hijo puede optar por no incluir su encuesta en el estudio y esto no afectará su posición en la escuela o calificaciones en su clase de Artes del Lenguaje.

Existe un riesgo de pérdida de privacidad, que los investigadores reducirán al no usar nombres reales u otros identificadores en el informe escrito. Los investigadores también mantendrán todos los datos en un archivador cerrado en una ubicación segura. Solo los investigadores tendrán acceso a los datos. Al final del estudio, estos datos se guardarán en el gabinete cerrado del investigador.

Confidencialidad
Las copias en papel de las encuestas de motivación de lectura se guardarán en el gabinete cerrado del investigador en una oficina cerrada y solo los investigadores tendrán acceso a estas encuestas. Se eliminará toda la información de identificación y se asignará un número a cada estudiante para mantener la confidencialidad. Estamos obligados a mantener los datos durante 3 años donde, en ese momento, destruiremos las transcripciones de las entrevistas.

Beneficios
No habrá beneficios directos para la participación de su hijo en este proyecto. Sin embargo, habrá beneficios para la sociedad al ayudar a los investigadores y maestros de artes del lenguaje a comprender y apoyar mejor la motivación lectora de los estudiantes.

Compensación
Los participantes recibirán una pequeña barra de chocolate para completar la encuesta.

Preguntas sobre la investigación
Si tiene preguntas sobre este estudio, puede comunicarse con McKenna Simmons en mckennaedwards@gmail.com o con la Dra. Sarah K. Clark al 801-422-4607 o sarah_clark@byu.edu para obtener más información.

Las preguntas sobre los derechos de su hijo como participante del estudio o para enviar comentarios o quejas sobre el estudio deben dirigirse al Administrador del IRB, Brigham Young University, A-285 ASB, Provo, UT 84602. Llame al (801) 422-1461 o envíe correos electrónicos a irb@byu.edu.

Se le ha dado una copia de este formulario de permiso parental para conservar.

Participación
La participación en este estudio de investigación es voluntaria. Usted es libre de negarse a que su hijo participe en este estudio de investigación. Puede retirar la participación de su hijo en cualquier momento sin afectar la calificación / posición de su hijo en la escuela.

El Nombre del niño: _____
Nombre del Padre: _____ Fecha: _____

Firma: _____

Parental Permission for a Minor
Ninth-Grade Student's Motivation for Reading and Course Choice

Introduction
This research study is being conducted by McKenna Simmons at Brigham Young University to determine further understanding about reading motivation within 9th grade students. I am conducting this study under the supervision of my faculty advisor, associate professor Sarah Clark. Your child was invited to participate because of their answers given on the survey portion of this study.

Procedures
If you agree to let your child participate in this interview, the following will occur:

- The researcher will contact your child at school to set up an interview time. This will happen either right after or right before their Language Arts class, so their instruction time is not impacted.
- If you and your child give permission, your child will come to Mrs. Simmons' classroom, Room 107, to be interviewed about their reading motivation. The only people present during the interview will be me and your student. The interview will take around fifteen minutes, and will be audio recorded on an iPhone with you and your child's permission. If your child does not agree to be audio recorded, I will take notes during the interview.
- Your child will be asked questions about their reading motivation including questions about their background, their memories of learning to read, their view on importance of good grades, if they enjoy reading, how they spend their free time, their perception about the usefulness of reading, their class choice, and how they expect to perform on reading tasks.

Risks/Discomforts
There is a risk of loss of privacy, which the researcher will reduce by not using any real names or other identifiers in the written report. Your child might also be uncomfortable to answer questions about his/her reading motivation. If there is a question that is extremely uncomfortable for the student to answer, we will skip that question. The other risk is that students will lose some time before or after school during their scheduled interview to talk with Mrs. Simmons.

Confidentiality
After the interview has been recorded as an audio file on a password protected iPhone, it will be immediately transcribed to an electronic file. A pseudonym will be used instead of the student's name in the interview transcript. Once the electronic file has been made of the interview transcript, the audio file will be immediately deleted off the iPhone. The electronic file will then be saved to a password protected online storage named BYU Box. Only the two researchers, Dr. Clark and McKEnna Simmons will have access to the files. We are required to keep the data for 3 years where at that point, we will destroy the interview transcripts.

Benefits
There will be no direct benefits for your child's participation in this project. However, there will be benefits to society to help Language Arts teachers better understand and support students' reading motivation.

Compensation
Participants will receive a $5 Guzzle gift card will be given to interview participants.

Questions about the Research
If you have questions regarding this study, you may contact McKenna Simmons at mckennaedwards@gmail.com for further information.

Questions about your child's rights as a study participant or to submit comment or complaints about the study should be directed to the IRB Administrator, Brigham Young University, A-285 ASB, Provo, UT 84602. Call (801) 422-1461 or send emails to irb@byu.edu.

Participation
Participation in this research study is voluntary. You are free to decline to have your child participate in this research study. You may withdraw you child's participation at any point without affecting your child's grade/standing in school.

Child's Name: _____

Parent Name: _____ Signature: _____ Date: _____

Assent to be an Interview Research Subject
Ninth-Grade Student's Motivation for Reading and Course Choice

What is this study about?
My name is McKenna Simmons. I am a Master's student at Brigham Young University. I would like to invite you to take part in an interview as part of a research study. Your parent(s) know we are talking with you about this study. This form will tell you about the study to help you decide whether or not you want to be interviewed.

In this study, we want to learn more about the reading motivation of 9th graders. You were selected as one of the students who completed the survey and are now being asked to be part of the interview.

What am I being asked to do?
If you agree to participate in this research study, the following will occur:

- Mrs. Simmons will talk with you about setting up a time for your interview. Interviews will be scheduled before or after school so that you do not miss any class time.
- The interview will take place in Mrs. Simmons' classroom (or in a more comfortable location) and will last approximately 30 minutes.
- Mrs. Simmons will be the one asking the questions during the interview and your responses will be recorded on an iPhone. Students who agree to be part of the interview are also agreeing to have the interview recorded. If you are not comfortable having the interview recorded, you do not need to participate in the interview portion of the study.
- Students who agree to be part of the interview will be asked questions like the following: Do you think that reading is useful? Why or why not? Do you think that reading is going to be a big part of your life when you grow up? Do you feel like you need to read to get a good grade in Language Arts, and does that make you want to read? Do you feel like it is worth it to read in your free time? Why or why not? Why did you choose the Language Arts class you did?

What are the benefits to me for taking part in the study?
There will be no direct benefits to you. It is hoped, however, that through your participation researchers may learn more about reading motivation to help Language Arts teachers improve their motivational strategies.

Can anything bad happen if I am in this study?
The risks to this study are small. You will lose 30 minutes of your personal time to the interview, and the interview may not be fun or exciting. You may also feel some discomfort answering questions about your motivation to read. After the interview is over, your answers may be used on the report, but your name will be kept private. You have the option to not participate in the interview.

Who will know that I am in the study?
We won't tell anybody that you are in this study and being interviewed and everything you tell us will be private. Your parent(s) will know that you took part in the study, but we won't tell them

anything you said or did. When we tell other people or write articles about what we learned in the study, we won't include your name or that of anyone else who took part in the study. We will audio record the interviews using a password protected iPhone. The audio file will be immediately transcribed to a document and the audio file will be destroyed at that time. We will keep the electronic file of the interview transcript in a password protected computer in cloud storage. We will create a pseudonym to use in the transcript so your real name will not be on the transcript. We are required to keep the data for 3 years where at that point, we will destroy the interview transcripts.

Do I have to be in the study?
No, you don't. The choice is up to you. No one will get angry or upset if you don't want to do this. You can change your mind at any time if you decide you don't want to be in the study anymore.

What if I have questions?
If you have questions at any time, you can ask us and you can talk to your parents about the study. We will give you a copy of this form to keep. If you want to ask us questions about the study, contact McKenna Simmons at mckennaedwards@gmail.com or Dr. Sarah K. Clark at sarah_clark@byu.edu.

You may also contact the IRB Administrator at Brigham Young University, A-285 ASB, Provo, UT 84602. Call (801) 422-1461 or send emails to irb@byu.edu.

You will receive a $5 Guzzle gift card for participating in the interview. Before you say yes to be in this study, what questions do you have about the study?

If you want to be in this study, please sign and print your name.

Name (printed): _____ Date: _____

Signature: _____

☐ Yes, I give my permission to have my voice recorded.

☐ No, I do not give my permission to have my voice recorded

Permiso parental para un menor
Motivación del estudiante de noveno grado para la lectura y la elección de clases

Introducción
Este estudio de investigación está siendo realizado por McKenna Simmons en la Universidad Brigham Young para determinar una mayor comprensión sobre la motivación lectora en los estudiantes de noveno grado. Estoy llevando a cabo este estudio bajo la supervisión de la asesora de mi facultad, la profesora asociada Sarah Clark. Se invitó a su hijo a participar debido a sus respuestas dadas en la parte de la encuesta de este estudio.

Procedimientos
Si acepta dejar que su hijo participe en esta entrevista, ocurrirá lo siguiente:

- El investigador se comunicará con su hijo en la escuela para programar una entrevista. Esto sucederá justo después o justo antes de su clase de Artes del lenguaje, por lo que su tiempo de instrucción no se ve afectado.
- Si usted y su hijo dan permiso, su hijo irá al aula de la Sra. Simmons, Salón 107, para ser entrevistado sobre su motivación para leer. Las únicas personas presentes durante la entrevista seremos yo y su alumno. La entrevista durará alrededor de quince minutos y se grabará en audio en un iPhone con el permiso de usted y de su hijo. Si su hijo no acepta la grabación de audio, tomaré notas durante la entrevista.
- A su hijo se le harán preguntas sobre su motivación para leer, incluidas preguntas sobre sus antecedentes, sus recuerdos de aprender a leer, su opinión sobre la importancia de las buenas calificaciones, si le gusta leer, cómo pasan su tiempo libre, su percepción sobre la utilidad de lectura, su elección de clase y cómo esperan desempeñarse en las tareas de lectura.

Riesgos /Molestias
Existe un riesgo de pérdida de privacidad, que el investigador reducirá al no utilizar nombres reales u otros identificadores en el informe escrito. Su hijo también podría sentirse incómodo al responder preguntas sobre su motivación para leer. Si hay una pregunta que es extremadamente incómoda para el estudiante, la omitiremos. El otro riesgo es que los estudiantes pierdan algo de tiempo antes o después de la escuela durante su entrevista programada para hablar con la Sra. Simmons.

Confidencialidad
Después de que la entrevista se haya grabado como un archivo de audio en un iPhone protegido con contraseña, se transcribirá inmediatamente a un archivo electrónico. Se utilizará un seudónimo en lugar del nombre del alumno en la transcripción de la entrevista. Una vez que se haya hecho el archivo electrónico de la transcripción de la entrevista, el archivo de audio se eliminará inmediatamente del iPhone. El archivo electrónico se guardará en un almacenamiento en línea protegido por contraseña llamado BYU Box. Solo los dos investigadores, el Dr. Clark y McKEnna Simmons tendrán acceso a los archivos. Estamos obligados a mantener los datos durante 3 años donde, en ese momento, destruiremos las transcripciones de las entrevistas.

Beneficios
No habrá beneficios directos para la participación de su hijo en este proyecto. Sin embargo, habrá beneficios para la sociedad para ayudar a los maestros de Artes del Lenguaje a comprender y apoyar mejor la motivación lectora de los estudiantes.

Compensación
Se entregará una tarjeta de regalo de $ 5 de Guzzle para entrevistar a los participantes.

Preguntas sobre la investigación
Si tiene preguntas sobre este estudio, puede comunicarse con McKenna Simmons en mckennaedwards@gmail.com o con la Dra. Sarah Clark al 801-422-4667 o sarah_clark@byu.edu para obtener más información. Las preguntas sobre los derechos de su hijo como participante del estudio o para enviar comentarios o quejas sobre el estudio deben dirigirse al Administrador del IRB, Brigham Young University, A-285 ASB, Provo, UT 84602. Llame al (801) 422-1461 o envíe correos electrónicos a irb@byu.edu.

Participación
La participación en este estudio de investigación es voluntaria. Usted es libre de negarse a que su hijo participe en este estudio de investigación. Puede retirar la participación de su hijo en cualquier momento sin afectar la calificación / posición de su hijo en la escuela.

El nombre del niño: _____

Nombre de los padres: _____

Firma: _____

Fecha: _____

APPENDIX D

Excerpts from Qualitative Data Analysis Including Coding and Themes

Spreadsheet of Interview Questions, Participant Response, and Codes

Interview Questions	Participant Response	Codes
How would you describe reading motivation?	Um, probably, um it is very slightly there and you have to work it up yourself, and you have to sometimes force it and sometimes it's like a lot better, but a lot of the time it does have to be forced there and you need to force yourself to read. When it's not assigned by a class, typically, like if I just pick it up and start reading it and I like it and continue and it doesn't feel like I've been assigned it or something like that. No, not usually. It is usually harder to read a book because like if you are about to do a chore but then your mom goes like, "do the chore," then like it feels forced and I don't want to do it. It could be like if you're reading it as a class and the teacher's reading it or you go through and take turns reading it, that's a lot better.	Low natural reading motivation Building reading motivation Force Usefulness stops forcing Desire Independence Negative connotation Low interest Dual mindset

Excerpt of Coding Document Demonstrating the Process of Combining Codes Between Researcher and Chair.

1. Identity as a student
    - Self-aware of abilities/performance
    - Feel capable as a student
    - Grades factor into identity – Important that grades not below a 'B' / 'A's are important
    - Too much homework makes it difficult to be successful
    - Compares performance with how other students perform
    - Speed of finishing assigned work
    - Feelings about school fluctuate – depends on the day
    - Self-aware of interests
    - General English was too easy – grades important as long as they are an A or B
    - Uncertain about position in the class – More honors classes = stronger/smarter student (perception)
    - Hard to focus in class (lots of students talking/teachers are yelling at students)
    - Grades are important – a "determined" student, reading is not necessarily important but reading is needed to get a good grade/Needs a 'B' or better (mom would be mad otherwise)
    - Grades create importance and value on what is being read
    - Expecting and planning to be valedictorian (grades are very important)
    - Most of what I read = directly tied to grade
    - Uphold family/personal reputation as a good student/valedictorian

Final Codes and Themes Captured from Participant Interviews

Themes	Codes
Reader identity	• What a good reader looks like x 3 • Distancing from being a reader x 3 • Doubt about reading ability x 2 • Doesn't identify as a reader x 1 • Partially identifies as a reader x 2 • Identifies as a reader x 3 • Choosing hobbies over reading x 6 • Motivation varies based on student/interest x 6 • Perceptions about themselves and others as readers x 6 • Strong readers don't have social skills/always have a book with them/are serious x 3 • Family reading/not reading at home x 6 • Friends that read x 2 • Parents/grandparents purchasing books x 2 • Teacher influences x 2
Perceived competence	• Self-aware of abilities/performance x 5 • Grades factor into identity and into the importance of reading x 6 • Too much homework makes it difficult to be successful x 2 • Compares performance with how other students perform x 5 • Hard to focus in class x 1 • Perception of position in class x 3 • Feelings about school x 6
Cost and choices to read	• Choice is important x 6 • Interest is essential x 6 • Cost - what is being given up in order to read? x 6 • Learning is motivation for reading x 2 • Has to be perfect combination - interest, background knowledge, enjoyable… to motivate reading • Desire to read x 2 • Reading is last resort x 6

Conflicting feelings and emotions about reading	• Negative feelings about assigned reading x 6 • Limitations to perceived reading success x 6 • Dissonant feelings about reading x 4 • Inability to focus x 2 • School reading vs. home reading x 3 • Guilt associated with not reading x 1 • Different emotions are brought about by the type of reading x 4
Perceived Reading Usefulness and Expectation for Reading in Life	• Reading is everywhere x 6 • Reading happens daily/monthly x 4 • Reading is important to learn x 3 • Reading helps you think deeper x 2 • Reading is enjoyable x 6 • Practicing reading skills x 2 • Dual purpose of reading - entertainment/learning x 2 • Reading is for work x 6 • Reading is essential to some careers, and not to others x 5 • Confusion about how reading plays into future career x 2 • Future careers - interior design, architect, writer, physical therapist/doctor, music/theater x 4
Course selection	• No time for honors classes with other classes and extracurricular activities x 2 • Outside encouragement to take honors x 5 • Perception and behavior of students in honors classes x 3 • Content/expectation difference between honors and general education x 4 • Past experiences of reading assignments/reading abilities x 6 • Past experience with honors or AP classes x 5 • Self-selection - students thought they could perform well x 2 • Expectations of an honors class/more challenging work x 6 • Those in general English classes are inclined to misbehave x 3