

A CORRELATIONAL STUDY ON HOW READING FOR ENJOYMENT BECOMES  
READING FOR SUCCESS

by

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CERTIFICATION OF PROJECT WORK

We, the undersigned, certify that this project entitled A CORRELATIONAL STUDY ON HOW READING FOR ENJOYMENT BECOMES READING FOR SUCCESS by Colleen S. Clary, Candidate for the Degree of Master of Science in Education, Curriculum and Instruction, is acceptable in form and content and demonstrates a satisfactory knowledge of the field covered by this project.

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### **Abstract**

Current literature suggests that a student who chooses to read in their free time will, as a result, improve in their literacy skills in academic settings. Findings further indicated that students who chose to read a wide range of personal entertainment materials will improve in reading, writing, and personal communication skills. This Master's Thesis project focused on the correlation between an individual student reading for enjoyment voluntarily and said student's academic success in standardized test setting. The sample size was approximately one hundred 10th and 11th grade students in a rural district. Participants were invited to complete a self-reflective survey on their personal and preferred reading usage. Survey responses were compared to a measurement of students' English proficiency through the New York State Regents English Language Arts (ELA) test.

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### *Introduction*

This research study will provide a relationship indicating how students feel about reading and chose to read for enjoyment relates to how they perform on a standardized English test. Investigating related research will help to provide a background and basis for understanding how students today read for enjoyment and what the trends are occurring within the United States to encourage independent reading. This study will help to explore how reading for enjoyment correlates with personal self-efficacy in a student's reading skills and whether those impact a student's reading performance as well.

### *Statement of Problem*

There is a decline in students of the modern generation who chose to read as a free time activity outside of school requirements and restraints. Many students are participants in a variety of afterschool activities and have lost the "free" time that previous generations had access to. Increased technology has removed the appeal of picking up a book and using reading skills to enjoy and understand it without motion and colors and sounds provided by television, cell phones, and the internet. With an increase in standardized testing and changing standards in the New York school system, a student's performance on standardized tests are of a growing importance. Many teachers, administrators, and parents are searching for methods to help these students perform well and be successful in school and in future careers. This study intends to explore the connection between the almost lost art of independent reading for enjoyment and the growing demand for standardized testing in the hopes that they could have a relationship that would motivate teachers and students to encourage pleasurable reading. This problem involves

reading programs at school, access to desirable reading resources, and student interest and active involvement with reading both in a school setting and on personal time.

### **Literature Review**

This literature review focuses on students reading for personal enjoyment versus reading for mandatory literacy instruction. I hope to find evidence through research investigation indicating that reading for pleasure does have a variety of positive effects and what they are. I intend to explore how reading for enjoyment correlates with personal self-esteem and whether that impacts a student's reading performance as well. The research being reviewed is in regards to prior research on students reading for enjoyment and what impact that has shown on school success including motivational programs and the psychology of reading.

#### *Background of Reading Skills*

Aliteracy is defined as: "Lack of the reading habit; especially, such a lack in capable readers who choose not to read" (Mikulecky, 1978, p.1) This problem in the reading world is separate from illiteracy, which is a more predominate issue in the developing world. Aliteracy is a growing problem in the developed world. In 2002, John Ramsey defined aliteracy as a loss of a reading habit usually since reading is slow and frustrating for the reader (Ramsey, 2002). According to the National High School Center at the American Institutes for Research, "one of the strongest predictors of dropout involved two eighth grade factors: attending school less than 80% of the time, and receiving a failing grade in math and/or English during eighth grade" (Kennelly, 2007, p. 8). This was a constant trend that was researched and noted as a major factor contributing to dropout rates throughout middle and high school. This study focused

on interventions for dropout students in Philadelphia regarding factors in 8th grade that resulted in a discovery that 77% of students who failed math or English dropped out of high school in future years. This study shows educators that if we want to retain our students and provide them with the greatest success, we have to ensure that their math and primarily English skills are passing and further research will show that independent reading impacts English scoring. An example study explored how urban schools are helping to support their youth reading due to the National Center for Education Statistics proving that “reading underperformance among youth persists nationwide” (Francois, 2013, p.3). This study examined urban schools’ efforts to support the middle and high school students towards successful reading. The study found that while there were a range of factors that were influencing reading levels at Grant Street Secondary School, but the most prevalent instructional component was independent reading. The study suggests that students benefit from “daily, sustained time for independent reading” (Francois 2013, p.3). The research also concludes that it “conceptualizes our understanding of effective instructional practices for adolescents, emphasizing a multidimensional approach that highlights the role of reading as a social activity” (need a citation here, with page number). The study suggests maintaining a coordinated effort across school staff to keep this as a priority and to ensure “youth positive interactions with texts” (Francois, 2013, p.4). The research was gathered using a qualitative technique, consisting of interviews from staff and students, ethnographic observational data and school documentation. These articles highlight the background of a lack of effective reading skills leading to an increase of educational fall back and an increased dropout rate.

*How Much Are We Reading Today*

In relation to how much we read independently in today's technology-based area, the literature actually suggests that we are reading more than ever before. While the common misconception is that we are reading less, due to such high amounts of our daily use of television and internet sources, it is actually the contrary.

‘The use of different media has changed dramatically over time. It is a cliché that reading is in decline. But on the other hand we get considerable information from the Internet, which is a heavy print medium. Do we really read less? We show this evolution in Figure 6 *Evolution of Reading* Conventional print media has fallen from 26 percent of INFO W in 1960 to 9 percent in 2008. However, this has been more than counterbalanced by the rise of the Internet and local computer programs, which now provide 27 percent of INFO Conventional print provides an additional 9 percent. In other words, reading as a percentage of our information consumption has increased in the last 50 years, if we use words themselves as the unit of measurement.’ (Bohn, 2010, p.18)

What does this mean for students reading abilities? Is it possible that they are reading more than generations before them? Would this impact their standardized testing scores? Are they reading the proper materials to supplement a required English standard?

### *Motivation Techniques*

The question now is: what could educators do to try to change these failing numbers and turn students back to independent reading as an appealing activity? Motivation is the key aspect to instructing students on how to read independently for enjoyment. Kimberly Barker (2011) focused on how one teacher used “play” to help struggling sixth grade reading learners who were strongly lacking in motivation and how the educator made practicing a reading skill fun and

enjoyable. The purpose of the study was to apply strategies to address literacy deficits of her students. According to a contributor to this research, "Motivation affects cognition. Children who learn in a non-threatening environment are more likely to become engaged in the learning process and are more likely to succeed." (Fullerton, 1997, as cited in Barker, 2011, p.5). The teacher allowed readers to self-select their material, and gave independent reading time and then shared about their books. This study was conductive qualitatively and used the grounded theory approach. The data collection was done through interviews and demographics from the school. The teacher worked on strategies such as visualization because she noted that the students could not read well silently because they did not know how to create a mental image of the scene. This strategy helped students take away that skill and improve on their independent reading skills. Overall through the different strategies this teacher implemented, 70% of her students were able to pass the evaluation. Relating to the previous study, additional studies have explored intrinsic motivation being an engaging factor in textual understanding. Marinak and Gambrell (1997) investigated the effects of reward and choice on motivation. The study found that students who were given books as a reward were more likely to choose to read in later activities. The study concluded that using rewards that are proximal to reading will support intrinsic motivation to read. The students using "literacy-related rewards increased student's sense of personal competence and signals task mastery, thereby increasing the likelihood of sustained reading engagement"(Gambrell, 1997, p.23). The type of reward was proven to be more important than the choice of reward. Giving reading-related awards send a message of how valued and treasured reading really is and how it is just as enjoyable of an activity as a different reward. This strategy of creating a slowly implemented intrinsic motivation shows educators how reading for enjoyment will indeed increase literacy practice and skills. The study was both qualitative and

quantitative, a mixture of interviews and observations along with measuring time spent on task and data collection of what options were selected.

### *Reading Programs Success*

It is evident that student motivation plays an essential role in encouraging independent enjoyable reading. This research study reviewed what independent reading programs have been deemed as successful and what specifically about these programs were considered effective. An investigative study on programs supporting independent reading enrichment was conducted by Little and Hines in 2006. The study explores a 12 week long after school reading program based on the school wide Enrichment Model-Reading (SEM-R). The study included 155 students in grades 3-6 from diverse school districts. The study suggests that the problem in reading instruction lies in the “weight of attention given to reading instruction, often students receive a heavy focus on reading skill and less focus on fostering habits of reading and matching student to book” (Little, Hines, 2006, p. 8). Further research supports that this indeed an issue, “the time spent reading for enjoyment by adults in the United States has suffered a decline in recent decades, with the decline most prominent among younger adults (National Endowment for the Arts, 2004, p.10) and “This decline in reading among adults, coupled with the limited attention given to reading for enjoyment in schools and the extensive scheduling of students time outside of school hours paint a troubling picture of the value places on habits of reading today (Laureau, 2003, p. 10). Little and Hines (2006) focused on effective programing to facilitate these issues in literacy.

“Programs that occur out of school time (OST) however, provide potential opportunities to foster enjoyment of reading and to allow extended time for students to sit and read

on their own, while still obtaining support from educators to approach more difficult texts”(p. 11).

This specific afterschool program that this study focuses on has three phases of enrichment. Phase 1 is Exposure: consisting of book talks and brief instruction of reading skills and strategies. Phase 2 is Supporting Independent reading: the students will read independently from books of their own choosing, with teachers occasionally circling around the room to conference with the students about what they are reading and having the student read aloud a little to them. Phase 3 is Choice Components: the students choose from a variety of activities relating to what they were reading and what interests them. This could include online tasks, book talks with peers, or development of artwork based on the literature. The study used experimental design and analyzed collective data on scores from a national sample compared to the student’s fluency scores. The researchers scored the post tests given to the students and found that the results of the study provide support that there are scoring benefits to having students “engaged in independent reading that is individually interesting and challenging” (Little, 2006, p. 29). This program showed growth for both high ability and low ability readers. This study shows how students can improve in reading programs that encourage choice and slower paced exploration. An additional program that has been investigated to encourage readers in independent growth is called “Reading CLICKS” (Mesmer, 2008). The goal of this program was to “support independent reading, which involves students selecting appropriate books they can read on their own.” The program implemented the acronym “CLICKS” which stands for “Connections to anyone or anything, Length of page or book, Interest in topic, Count five unknown words, Know about topic, author, illustrator, Sense and understanding”(Mesmer, 2008, p.5). The

instructor teaches the students about each of these letters and what they mean, and then modeled the thinking process for whether or not the book that she selected would “Click” for her.

Another study was conducted to explore how the effects of a school wide created culture of reading would engage middle school students. There were 1,356 students and 85 adults who attended the middle school and experienced the school-wide reading culture that was put into place. The program was encouraged by the principal and involved three requirements: specifically dedicated time in the school day for independent reading, student choice for what they selected to read, and school wide support and encouragement and voluntary discussion group. The research was conducted by randomly selected students and teachers being interviewed individually and involved in group discussions with the researchers. “Three factors emerged: making reading a top priority, modeling by and support from adults in the school, and the creation of motivating learning environments. One notable finding was that the majority of the students and teachers felt that time devoted to silent reading through a structured, systematic approach and the emphasis on school-wide reading contributed significantly toward creating a family of readers within the school” (Daniels, 2011, p. 5). This study highlighted that not all students will be interested in reading and learning when they do not find the material to be relevant to their own lives. (Daniels, 2001). “When students are engaged in school, they try harder. When they try harder, they achieve more. (Dweck, 2002, p. 5)” This program did not have a specific name but rather was just a rule and routine implemented into the school culture.

This study was repeated in another form in a fourth grade classroom, where four classroom strategies were implemented and the students were assessed at the beginning of the study and at the end to see if any literary improvements were made. Informal observations were also made on the students over this seven month span. “The students gained approximately one

year's growth in vocabulary skills. The students achieved a nearly three years increase in comprehension" (Moser, 1998, p. 7). The students read 2100 books independently within seven months, which was a tremendous growth noted (Moser, 1998). Providing students with a wide range of student interest materials greatly impacted this classroom.

When assessing students specifically with high levels of reading competence, they are often approached differently than the average learner. Programs specified to their needs are more individualized and challenging. One such study focused on three high ability learners by giving them assessments to create a reading profile and to select reading material appropriate for them.

"Students completed knowledge pretests and domain interest assessments, thought aloud while reading college-level reading and history passages, and completed open-ended questions assessing recall, understanding, and evaluation of the author's argument.

Think-alouds were coded for reading behaviors, including expressions of interest, and re-coded for inferred reading goals. Individual reading profiles incorporated students' assessed knowledge and interest, observed interactions with the texts, levels of goals, and outcome performance." (Fox, 2010, p. 3)

It is interesting to compare how high level students are encouraged to read for enjoyment through such a specific and personalized plan. This study did not state how effective these assessments were on the student's success, but more focused on the assessments themselves.

There is research to be found on strategies to teach students to enjoy reading and work on comprehension outside of school. This is not a specific program implemented but more of a strategy plan. One very common comprehension strategy is the use of prediction while reading texts. Another common strategy is the use of visualization and creating a mental image of the

scene occurring in the text. One specific research article explored how to implement these strategies to create better comprehending readers.

“When reaching the final third of the book, have students stop and evaluate predictions and respond at points where they feel they would like to do so. This will help students begin to use the strategy and to respond more flexibly and use their own metacognitive skills to predict, evaluate, and respond when it would be a natural aid. At the completion of the novel, ask students to reflect on how using this process while reading affected their understanding and enjoyment of the book.” (Liang, 2009, p. 2).

Strategies such as these are useful in helping implement a class wide routine and critical thinking skills.

### *Ludic Reading*

Additional studies analyze how reading for pleasure is what a student needs to feel gratified and encouraged. Nell (1988) explored spontaneous pleasure reading as being “an important goal for reading instruction and it offers rewards that are powerful enough to sustain reading for long periods...” (Nell, 1988, p. 6). The study found that “light fiction” is the most popular form of pleasurable reading. The study pointed out a lack in research, that there “is very little empirical evidence that relates reading ability to reading habits, or that determines the degree of reading skill required for ludic reading” (Nell, 1988, p. 9). The study examined 245 subjects over 6 years. It examined reading abilities and habits, reading speed during natural reading, readers ranking books based on preference, merit, and difficulty; the physiology of ludic reading, and the sovereignty of reading. The study analyzed data found in questionnaires and interviews. The researchers found that many readers enjoy reading for pleasure for its escapist

quality, almost more that the “rewarding” quality of feeling successful after completion. It was found to be a noted stress reliever and there was emotional attachment to specific stories. Ludic readers are defined as a reader who reads at least one book a week for simply pleasure. This study showed a wide range of pleasure impacts and how certain factors of a person’s life go into whether or not they are a ludic reader. What is most important from this study to the research I will be doing is that it highlights where the lack of data lies.

One study investigated what it is about the processes of change in children’s reading motivation that have not been widely studied. More clearly, could one positive experience turn a child into a ludic reader, or one negative experience make them a reluctant reader? The researchers investigated whether situated interest for a specific book may lead to longer-term intrinsic motivation for general reading (Guthrie, 2006, p. 2) “Two schools with 120 grade 3 students filled out reading logs identifying their reasons for reading their favorite books twice. In addition, students completed general motivation and comprehension measures as a pre-assessment and as a post-assessment” (Gurthrie, 2006, p. 2). This study looked at students who chose narrative texts versus informational texts and how they were motivated- whether it was intrinsically or extrinsically. The relatively extrinsic choosing students also became more self-determining from the first to last interview (Gurthrie, 2006). This study highlighted why students chose reading texts and if the type of texts and how a student is motivated by it will create a long lasting ludic reader. Another study similarly investigated how a student will change over time based on their motivations. “Good readers read considerably more than the poor readers both in and out of school, which appeared to contribute to the good readers' growth in some reading and writing skills” (Juel, 1988, p. 3)

*The Effect of Self Selection*

Several research studies evaluated how the types of materials the students had access to and chose for themselves influenced the interactions between student to teacher and student to reading program. One study suggested that chosen material might result in required scaffolding for the student to assimilate to the schools reading programs. “The study suggests a framework of the reading /writing workshop that is similar to assisted performance perspectives on instruction and Rosenblatt’s transactional theory of reading. The researcher’s questions are as follows: “What happens when an engaged reader of fiction brings her out-of-school passion for a popular author into the secondary reading workshop?” (Chandler, 2000, p. 1). Essentially this study cited circumstances how a student who reads and writes outside of school will come to school with different expectations of the literacy standards than their teachers or non-reading peers (Chandler, 2000).

What happens when a student does like to read but can’t access the materials that interest them? “Research about the importance of interests in learning suggests that students who have access to materials of interest are more likely to read, and thus improve their reading achievement and attitudes” (Worthy, 1999, p. 3). This study conducted evaluation on what the students enjoyed reading and where exactly it was available to them to access. “The majority of students obtained reading material from purchased sources (stores or home) rather than schools or libraries. Classrooms ranked a distant last for book sources among even low income students.” (Worthy, 1999, p.13). This finding supports the idea that the classroom library needs to be broad and appealing to the students. If teachers expect students to read independently from a poor and unwanted selection of books in their classrooms, they will be met with unsuccessful readers.

It is important to consider all students interests when it comes to their self selection. One study focused on students who are in special education and how student choice motivated their learning. “This model was used in a fifth-grade inclusive classroom of 24 students, with six students identified as having a disability” (Servilio, 2009, p. 5). The teachers administered assessment of reading skills and self inventories and then the students created a portfolio of their choice books and then they also could chose which activity they wanted to complete to demonstrate their knowledge. The teachers found that the students were more motivated and enthusiastic about choosing for themselves. “An average of 83.4% of the students grades improved in reading” (Servilio, 2009, p. 10). This study helps develop the idea that this type of reading assistance can help all readers, from the high achieving to the inclusive classroom.

Young adult literature is a growing field. “The numbers of books published for young adults, ages 13-19, have grown extensively in recent years (Bean, 2003; Donelson & Nilsen, 2005; Horning, Lingren, Rudiger, & Schliesman, 2004)” (Koss, 2009. Pg 1). In order to understand what motivates a child to want to select a book to read for enjoyment, we must first look at what type of material is available and directed towards this audience of readers. Upon analyzing top selling genre types of literature to young adults, it was found that the majority of the fiction titles were contemporary realistic fiction (Koss, 2009). Coming-of age novels appear to be the most sought after fiction for students in the young adult range. They are often written as a first person perspective, and using a blunt and straightforward tone, often dramatic and emotional. The theme of facing challenging situations and finding a place in a difficult world, where one is perceived as “different” or an “outcast” is a reoccurring instance. Reading allows teens to play with their identity in a safe, controlled, and judgment free zone (Koss, 2009). Another trend in young adult text is the use of alternative writing devices such as flashback,

poetry, reading, and use of many different narrators to show perspective. Knowledge about these types of popular writing and styles for young adults is something that can be useful to teachers and librarians when selecting reading text to have available (Koss, 2009).

Along that idea coincides the idea of actually talking to teenagers and hearing their opinions on reading and libraries. A focus group study developed a research method of seven different focus groups at seven different high schools in order to research teenage reading habits and what their views on reading, libraries and graphic novels are currently (Snowball, 2008). A similar study conducted the same format of research. “Findings show that family culture predominates as an influence in developing a love of, in particular, students who choose reading as a form of recreation see themselves as members of a community of readers who interact socially around books and share a love of reading with at least one family member” (Strommen, 2004, p. 7). Both of these studies interviewed students in small groups and asked them similar questions about their backgrounds of reading, how it influences them in their daily lives, and how other people in their life and community have influenced how they feel about reading.

Examining how a teacher chooses which book that their classroom will study is a topic that is not often investigated. One such study researched what motivates a teacher to choose a text to have their students analyze. English teachers play a crucial role in motivating their students to read.

“The researcher defines ‘perspectives’ as the way in which teachers perceive or view the influences that impact on their decisions about texts. The aim of the research was to find out what influences teachers’ text choices, what constraints exist and how these can be diminished to improve adolescents’ reading motivation and engagement in

secondary schools. A qualitative multiple-site case study strategy was used to examine text selection in context”

(Hastie, 2012, p. 1). Interviews were done within 3 different schools for grade 8,9,10 English teachers of Christian schools.

“The overall findings of this study are that student engagement, school context and teachers’ beliefs are influences on English teachers’ choices of print texts for study by Year 8, 9 and 10 Christian school students, with mandated curriculum documents having minimal impact. It is also important to note that most of the texts mentioned by teachers were prose fiction”

(Hastie, 2012, pg 6). This study shows us that teachers will select student books based on the culture of the school, the level of student engagement, and whether or not it reflects the teacher’s beliefs. This is important to remember that these schools were religiously based and would explain the need to find texts reflective of the teacher’s personal beliefs. Further research on teacher selection is minimal and worth investigating further.

#### *Additional Factors in Reading Interests*

While any student has the power to walk to a bookshelf and select a title for themselves, there are more factors at hand than simply their physical ability to do so. Several researchers have done evaluations on factors that impact student reading choice such as gender, race, socio-economic status, and geographical location. Ones reading attitudes are greatly influenced by ones background (Cole & Hall, 2002; Oldfather, 2002; Wallbrown, Levin, & Engin, 1988) and this specific study wanted to investigate further by looking at lower income middle school students in terms of their differences being inner city and rural, gender, and grade level

(Greenburg, 2006). The Greenburg study looked at 664 rural students and 510 inner city students in middle schools. “The questionnaire items conceptually fell into two subscales that measure reading interest and reading behaviors, with a factor analysis substantiating these categories.” (Greenburg, 2006, p. 5). Inner city children reported spending more time in reading than the rural students did. Another difference noted was that there was not much of a change in grade level time spent reading in the inner city but as the students reached different grade levels in the rural district, there were significant time changes in regards to spending reading. This study pointed out how the researchers were fascinated by the differences found in factors such as gender, age, race, and geographical location and that this is an issue that should be continued to be researched and compare.

### *Self-Efficacy Evaluations*

There is a wide range of research involving a student assessing their self-perception of their reading skills. Mucherah and Yoder (2008) examined middle school students reading motivation and how it related to their performance on a reading standardized test. Middle school is a crucial period to examine how a student is performing with their literacy skills due to its knowing predictor of success in high school and college. “The amount of reading students engage in has been shown to be a strong predictor of academic achievement” (Rowe, 1991, p. 214). This study was conducted with 388 sixth and eighth graders from two public middle schools. The samples of the students represented the entire demographics of the students in the schools. They were given a 53 item survey/questionnaire. Their standardized testing scores were then analyzed and the relationships between what the students thought about their reading compared to their scores were compared.

“Students who had higher self-efficacy in reading, enjoyed reading challenging material, and who enjoyed reading different kinds of literacy material performed better on the ISTEP+ test in reading” (Mucherah and Yoder,2008, p. 227).

This study also found that female students had higher reading motivation and performed higher in reading comprehension tests than males did. The study found that the eighth grade students had a higher self-efficacy in reading than the sixth graders examined did. Ethnicity and socioeconomic status were both found to be factors in ISTEP+ scoring as well. The study concluded that indeed, reading motivation significantly related to academic scoring. But, it was not the sole contributor to standardized testing results. Another study I looked at was also regarding how the correlation between students self-perception of reading abilities impacted their reading achievement. Smith, Gilmore, and Jameson (2012) explored New Zealand’s national school assessment program and samples of 8 and 12 year old children’s reported self-efficacy. There were 480 3rd and 480 8th grade students drawn randomly out of 124 schools. The study used eight reading tasks and a self-rating questionnaire. It was found that students self –efficacy decreases with age and experience. Socioeconomic status was found to have a stronger relationship on student achievement and not as strong with student self-efficacy. The study suggests that there is a lack in research regarding enjoyment of reading. An additional study by Sainsbury (2004) highlights a related study to the previous two (Mucherah and Yoder,2008; Smith,Gilmore, Jameson, 2012) explored in this literature review. This study also gave 9 and 11 year old children a questionnaire on their reading attitudes. In this study’s review of the literature they explored the 2001 Progress in International Reading Literacy Study (PIRLS) which examined 10 year old readers in 35 countries attitudes towards reading and found that even when reading skills were good, the enjoyment of reading was lacking in comparison. This suggests that

the two factors are unrelated or else negatively related, which contradicts previous studies explored in this research. This questioning find was what inspired the present research by Sainsbury. The 9 and 11 year old students completed a questionnaire about their reading interests. Attitudes about reading were more positive in the younger group of children. The survey found that “Girls are significantly more likely to read stories, magazines and poems than boys, whereas boys are significantly more likely to read comics, newspapers and information books than girls” (Sainsbury, p. 15). The survey showed a clear decline in positive attitudes in the 5 year difference between the first round of questions and then the second round given to the same students. In 2003, more students were interested in watching television than reading compared to the answers in 1998. However, students did report a positive increase in confidence in their reading abilities. This study explored motivation, interests, contributing factors and attitudes regarding reading enjoyment. This study contributes to my personal research because I can examine what other distracters are in students’ lives that might prevent them from enjoying reading as much as the past.

Personal surveys and tests do a good job in presenting how a student feels about their abilities. The Reader Self Perception Scale was created to help readers metacognition. The creation of a “perfect” test has been a long time in the making however. Mckenna and Kear (1990) created the Elementary Reading Attitude Survey (ERAS) that measures elementary attitudes towards both school required and recreational reading, and Helk and Melnick evolved this scale to create the Reader Self Perception Scale (RSPS) in 1992. A readers’ self-perception of how they read impact the overall orientation of the process itself (Helk, 1992). Another study demonstrated the use of surveys to students, administered to 384 teens at 8 different locations across the United States and Trinidad. “The teens were asked questions about fiction, expository,

and computer-based reading materials; about what instruction in school motivated them to read; and in which classes was the reading material most difficult. Results revealed that student experiences with academic reading and writing did not match their interests and needs” (Pitcher, 2007, p.3). Giving students these self-selection assessments are showing that they can be used to improve the students reading experience at school.

### *Conclusion of Literature Review*

Through examination of these research studies, I can consider what steps to take for my thesis exploration on students reading for enjoyment and how it impacts academic achievement. These studies highlighted the growing problem of students lacking motivation and interest in reading and how it is impacting our countries overall reading scores and successes. These studies also highlighted strategies that have been effective in reading programs thus far. Another aspect that these studies focused on were the correlations between students own thoughts about how they read and if and what they enjoy reading on their own compared to their standardized testing scores and literacy growth. Through examining the research that is available, there are a few gaps that are missing. While there are studies that assess an elementary or early middle school students’ self-efficacy on their reading skills and how it correlates to their success in school, I noted that there is a lack of research on high school students. This appears to be because these assessments implemented on students are used as a predictor of their high school success. However, I would like to investigate how a high school student reads independently and how it impacts their school success because it is known that students develop and change drastically between 6th grade and 12th grade. Also, the independent reading programs are focused on elementary school primarily, so what tools are we offering to our high school students for independent reading? These are questions that will be answered throughout my research.

## **Methodology**

### *Design of Study*

This study was conducted using both qualitative and quantitative methods. Use of both personal responses and numerical data interpretation is necessary in order to compare results to determine self efficacy. This method is known as a “mixed methods research design”. It is a process of collecting research data through the use of both qualitative and quantitative methods. Both methods will be used to interpret the data to come to a conclusion on the research.

### *Participants*

The participants in this study are a group of 10<sup>th</sup> and 11<sup>th</sup> grade English students from a rural high school in upstate New York. This participant group was chosen based off a mentorship relationship between this researcher and the classroom teacher. Proximity and convenience were factors that determined this specific sample size to be a part of the study. One hundred and three students returned permission slips signed by both themselves and their parent or guardian (found in Appendix A ). One hundred and two participants were approved to do this study and 1 student was denied parental permission to participate. Sixty seven students took the survey. An example completed survey can be found in Appendix D. There was a large amount of students absent on the day of the survey conduction due to a school related field trip. There were 35 male participants and 31 female participants and 1 student did not identify with a specific gender. The ethnic diversity in this sample was dominated by the Caucasian ethnicity at 62 students, with 3 Hispanic, 2 Native American, and 1 Asian American student. This means that 93% of the students were Caucasians. The school district is middle to lower socio economic class dominant, with 38% of the students in the district eligible for free or reduced lunch.

### *Procedures*

Throughout this study the researcher was in contact with the cooperating teacher considering different methods of gathering data. I wanted to compare their personal responses from a questionnaire to a standardized testing format. We considered utilizing a program already being implemented in their English course work called “Castle Learning” because it analyzed their comprehension and tracked their growth throughout the year. I decided to not pursue that method because the amount of data it would give me would be inappropriate and too broad to analyze clearly and concisely. The cooperating teacher suggested their New York State Regents test scores would be the most applicable set of data to compare to because all the students took the same test and it is New York State’s highest indicator of standardized testing success. The teacher decided that the most confidential way to share the student test scores with me was to write the students Regents score on the top of their survey as they turned it into her. 10<sup>th</sup> grade students used a practice Regents score that they had been given in class and 11<sup>th</sup> grade students used their official 2014 New York State English Regents score. I corresponded with the teacher via email for several months discussing permission and access to standardized testing scores. I received permission from the high school Principal and from the Board of Education. I went to the school and gave the teacher copies of the personal survey that had 20 questions regarding the students’ personal reading habits. I returned at the end of the day to collect the surveys, which were answered anonymously and had a score at the top of the page letting me know what that students corresponding score was.

### *Data Collection*

I used Microsoft Excel and SPSS to analyze the data. Correlations and descriptive statistics were calculated. Each survey was given a number and each question was given a column. Each question was given a number value for the choice responses. I went through each survey and entered the response number into the corresponding question column. I checked my accuracy by stopping after 5 survey entries and double checking my data input. The majority of the questions went in a 1-4 range that started with 1 being the negative, or lesser response and increasing in a higher or more positive growth response up to 4. There were 3 questions that were not a multiple choice ranking scale but instead were self selection responses. Two questions were “mark all that apply” with 5-10 options that they could mark as many as applied to them and one was a personal free space response where the student could respond with their own words. The students filled out the survey and then had their corresponding Regents test score written in the top right corner for my reference. I input their Regents score into the Microsoft Excel program with the survey response under “Student 1,2, 3..” consecutively. This can be referenced in Appendix E.

## **Findings**

### *Results*

After analyzing the student response surveys, the commonalities and variations between the sample group became apparent. The appropriate data was measured and correlated through the use of interval by interval which used Pearson’s R method, and ordinal by ordinal using the Spearmen Correlation. These comparison results can be found in Appendix F. The correlational data was interpreted under the following conditions:

- a. Not assuming the null hypothesis.
- b. Using the asymptotic standard error assuming the null hypothesis.
- c. Based on normal approximation.

There was a positive correlation of .342 between students who indicated that they enjoy reading and feelings about how students compare to their peer group, but not a strong positive correlation. This indicates that the more a child reads, the better they will view their reading skills. This was also supported by the correlation between students' views their reading ability levels and their willingness to volunteer to read aloud in front of their peers, supported by a .214 positive correlation. While neither of these correlations are statistically significant, the evidence shows that most students feel average about their reading skills and how they compare to their peers.

When asked about their parents and their reading habits, the majority of students said that their parents would occasionally choose to read for fun. Only 16% of students felt that their parents often chose to read. I wanted to explore the implications of this number, which was lower than I anticipated and I wanted to determine if it made an impact upon the students' reading habits. There was a slightly negative correlation to be found between students' perceptions of their reading difficulty level and their parents reading habits. The correlation was -.002 which really does not show much beyond there being no connection between how a student perceives their reading skill and how much reading is modeled by parents' personal reading habits. There was, however, a positive correlation between how much time students spent reading at home and parental reading habits. This indicates that a student who has parents reading independently at home will follow their example and spend more time themselves reading.

This survey also explored how gender and race relate to a student's reading habits; however it was not the intended focus. Due to limited of racial diversity in the sample size, only 10% of the total student sample size indicated a race alternate to Caucasian. This may have biased the results to show that Caucasian students were the majority of students who read in their free time. The data showed a  $-.040$  correlation between race and reading habits. The effect of race on student reading habits and testing scores were not appropriately measured within this study, due to an invalid sample size. The effect of gender however was found to have a moderate positive correlation. The correlation between gender and reading time spent reading was  $.447$  which indicated that females chose to spend more outside time reading than males did. There was one student who did not identify which gender they were and are accounted for within the data.

The students filled out ranking scales for how they viewed their personal independent reading habits and also had questions where they had indicate which out of the following options applied to them. They also had a question where they could write in their own responses regarding which books or authors they preferred to read. The most preferred book series was the *Hunger Games* trilogy at 19 write-ins. The second most popular identified was a tie between *Harry Potter* and the author Stephen King with 9 apiece. Other reoccurring books and authors that are popular with this particular young adult age range currently are the *Game of Thrones* series, the *Divergent* series, the *Lord of the Rings* series, the *Percy Jackson* series, the *Twilight* series and the author Nicholas Sparks. The students marked what genres they prefer to read as well. The genre with the most indicated preference was fantasy. The following genres were also indicted highly: young adult realistic fiction, mystery, science fiction, and non-fiction. The lower ranking genres were historical fiction, graphic novels, and poetry. This was a surprise to me

because I was under the previous assumption that graphic novels were highly popular with teenage readers.

The correlation that was most significant within this study was the positive correlation relationship between time spent reading and student performance on the sample standardized test. This relationship proves this research hypothesis to be correct. The statistically significant positive correlation of .353 supports my hypothesis that kids who choose to spend time outside of class reading tend to score higher on a New York State Regents ELA. This result indicates that further research can be divulged regarding why this is the case.

#### *Reliability of Data*

This data is considered valid because it was done with a sample size who answered the questions anonymously and the data analysis was done using SPSS. While human error is always a potential in research data, this data has been checked for validity and found to be accurate after every check. There were a few surveys where a student did not put a response due to the human error of skipping a question and they were marked as a 0 and not included in the interpretation of the data. This study is considered valid because it was met with school board approval (found in Appendix B) and the researcher has been certified to do research on human subjects through CITI training (Appendix C).

#### *Interpretation*

This data showed several things different than I had initially anticipated. I was expecting a simple determination of students' reading habits impacting their test scores, but what actually happened was an interpretation of students reading habits in this sample study compared to their peers and age group. I was able to see what sources students were using to get their independent

reading needs fulfilled and the internet was found to be a large resource; a large amount of students did still chose to read books indicating that the popularity of hard copy books is not obsolete yet. I was interested in seeing how parental habits impacted students and I found that how often a parent read at home did not impact how a child viewed themselves as readers, but did relate to how much time was spent reading outside of school. This finding suggests that if parents spent more time reading by choice, that the students would in turn spend more time. The difficulty with this amount of data was how many different interpretations and cross correlations there could be. I could have compared every question to each other and to the Regents test scores, but due to time limitations, it was not appropriate to do so for this study.

## **Discussion**

### *Overview of Study and Findings*

This study focused on high school students' - in their sophomore and junior - year (16 and 17 years old) reading habits and how they compared to their New York State Regents ELA test scores. This researcher conducted this study with the hypothesis that a student who chooses to read in their free time will earn higher standardized testing scores. The study found many relationships within the sample self-answered reading survey. This study determined that while ethnicity did not play a significant role in a student's reading habits, gender did. This study found that a student who has parents at home, who they perceive to be regular readers by choice, does not necessarily view him/herself as a positive reader, but will tend to spend more time reading by choice. This study also indicated that a student who views him/herself as a good reader will feel more comfortable reading aloud in class in front of their peers and educators. Correspondingly, a student who feels confident in his/her reading abilities also tends to feel that they read on the same level as their peer group. This study determined popular book titles/series, author names,

and genres that students are choosing to read voluntarily. The most positive indicator for this study was the relationship between how much time a student stated they read independently and their Regents testing score. It was assumed that a student who read more would perform better on a standardized test and this result proved that to be true within this sample.

### *Significance of the Findings*

These findings are significant to English teachers and parents who are working on motivating the students to score better on standardized tests and to become better personal readers. Reading is a crucial part of a student's success in school, as indicated by the literature reviewed within this study. The results of this study help to highlight for teachers how their students view themselves as readers. A student who perceived themselves as a good or excellent reader tended to answer the other questions within the survey in a related positive manner. Student self-esteem and self-perceptions impact how much reading will be done outside of school because often if a child feels as though they are not good at an activity, they will not enjoy partaking in it. The parts of this study that displayed what book titles are popular and what genres are most appealing to students is very important for teachers to be aware of. This study reviewed research literature that supported the strategy of providing students with access to books and reading material within their personal classroom setting that they were interested in and sought out themselves. As for the genre, very few students marked that they enjoyed poetry, yet poetry is a required part of the school English curriculum. I would suggest finding poetry to study that is also within the genre of fantasy or young adult realistic fiction, both positively indicated by the students. Further data investigation would be useful in determining more relationships between the test score and the self answered survey.

*Limitations of the Findings*

This study had several limitations that appeared as time and investigation proceeded. The sample size was small, with only 67 participants within the same school district. There were originally 103 students who were given permission to participate in the study and if they had been present at the school when I was there to conduct the survey, the results may have been different. There was also a limitation on ethnic diversity because there were a high percentage of Caucasian students; if a researcher would have wanted to study racial impacts, this study would not have been appropriate. This data would have also been more valid and conclusive with a broad range of schools, rural suburban and urban, all being included.

*Recommendations for Future Research*

This research opened several different routes to take further research. There could be further research done comparing the reading habits of parents to the reading habits of their children. There could be further research done on book selection in schools, as the required reading often poses an issue for students who are uninterested in the book or the genre. There could be research done regarding the types of reading students do online - whether it is blogs or social media or online books or journals. I would suggest doing this study with different age groups to determine whether there are trends that change as a child moves through school. There could be further comparisons between students' Regents scores and other questions that were asked in the survey such as parental habits, gender, genres of choice, and so on. The results of the survey could be compared to in class testing or alternate standardized tests such as the SATs or other formats.

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### **Appendix A: Student permission slip**

March 2014

To the Parents/Guardians of Mrs. Heise's English students

I am interested in completing a research study on young adults reading habits and Mrs. Heise has been kind enough to offer me assistance. I am currently finishing my master's degree at SUNY Fredonia for Curriculum and Instruction and will be graduating in May 2014. For my thesis project, I proposed the idea that students who read for enjoyment produce higher scores on standardized reading tests. In order to prove my opinion I have analyzed research on the topic and am now at the point where I will be conducting my own research. I would like to ask your permission to let your child answer a short, anonymous survey in class for me about how they perceive themselves as readers and what type of material they chose to read outside of school requirements. I will then compare their responses to that survey to their NYS English Regents scores (for the students who have not yet taken the Regents, there is a practice Regents they have taken in which I will use). Both their survey responses and their Regents scoring will be entirely anonymous to me as Mrs. Heise will be assigning each student a number and my data collection will be based entirely on that number identifier to keep their answers private.

Please sign and return this to Mrs. Heise as soon as possible. Thank you for your help!

I am granting my son/daughter permission to participate in Colleen Clary's independent study for her thesis project for SUNY Fredonia Graduate Research

Student signature: \_\_\_\_\_

Parent/Guardian  
signature: \_\_\_\_\_

### Appendix B: Board of Education Approval notice

← [Attachments] [Alerts] [Trash] Move to Inbox [Tags] More ▾

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**Tracie Heise**  
No, neither you nor I need to be there. Mrs. D will present the letter. I'll ...

**Tracie Heise** <theise@kendallschools.org>  
to me ▾

The Board of Education approved your thesis process. I will hand out the permission slips today.  
Tracie

**From:** Colleen S Clary [mailto:[clar1068@fredonia.edu](mailto:clar1068@fredonia.edu)]  
**Sent:** Saturday, March 08, 2014 5:48 PM  
**To:** Tracie Heise  
**Subject:** Re: Re:  
...

---

**Colleen S Clary** <clar1068@fredonia.edu>  
to Tracie ▾

Thank you so much! I was thinking of times I could come and do the survey with the students... do you think that April 4th, 2 Fridays fro and speak to your classes and collect the data then and there. If that won't work just let me know and I will come up with a different date  
...

---

**Tracie Heise**  
April 4th works great! From: Colleen S Clary [mailto:[clar1068@fredonia.edu](mailto:clar1068@fredonia.edu)] S...

---

**Tracie Heise**  
How about be here at 8:30? From: Colleen S Clary [mailto:[clar1068@fredonia.edu](mailto:clar1068@fredonia.edu)...

---

**Tracie Heise**  
On second thought, is there any way you could do it the following Friday, the...

5

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**Appendix C: Copy of CITI Training certificate**

**COLLABORATIVE INSTITUTIONAL TRAINING INITIATIVE (CITI)  
HUMAN RESEARCH CURRICULUM COMPLETION REPORT  
Printed on 05/06/2014**

<b>LEARNER</b>	Colleen Clary (ID: 3155484) Apartment 1, 56 Central Ave Fredonia NY 14063 United States
<b>DEPARTMENT</b>	Education
<b>PHONE</b>	5858135498
<b>EMAIL</b>	clar1088@fredonia.edu
<b>INSTITUTION</b>	SUNY - College at Fredonia
<b>EXPIRATION DATE</b>	10/22/2014

**GROUP 1.**

<b>COURSE/STAGE:</b>	Basic Course/1
<b>PASSED ON:</b>	10/22/2012
<b>REFERENCE ID:</b>	8981564

<b>REQUIRED MODULES</b>	<b>DATE COMPLETED</b>
Introduction	10/15/12
History and Ethical Principles - SBE	10/15/12
Defining Research with Human Subjects - SBE	10/15/12
The Regulations - SBE	10/16/12
Assessing Risk - SBE	10/16/12
Informed Consent - SBE	10/22/12
Privacy and Confidentiality - SBE	10/22/12
Research with Prisoners - SBE	10/22/12
Research with Children - SBE	10/22/12
Research in Public Elementary and Secondary Schools - SBE	10/22/12
International Research - SBE	10/22/12
Internet Research - SBE	10/22/12
Avoiding Group Harms - U.S. Research Perspectives	10/22/12
Vulnerable Subjects - Research Involving Workers/Employees	10/22/12
Conflicts of Interest in Research Involving Human Subjects	10/22/12
SUNY Fredonia State College	10/22/12

For this Completion Report to be valid, the learner listed above must be affiliated with a CITI Program participating institution or be a paid Independent Learner. Falsified information and unauthorized use of the CITI Program course site is unethical, and may be considered research misconduct by your institution.

Paul Braunschweiger Ph.D.  
Professor, University of Miami  
Director Office of Research Education  
CITI Program Course Coordinator

**Appendix D: Example of Student Survey**

52

1. I am in \_\_\_\_:
- 10<sup>th</sup> grade
- 11<sup>th</sup> grade
2. I am a \_\_\_\_:
- Male
- Female
3. My race/ethnicity is \_\_\_\_:
- African American
- Caucasian
- Asian/Asian American
- Hispanic
- Native American
- Other: please state \_\_\_\_\_
4. Reading a book is something I like to do
- Never
- Very rarely
- Occasionally
- Very often
5. I read \_\_\_\_:
- not as well as my friends
- about the same as my friends
- alot better than my friends
6. Do you consider yourself someone who enjoys reading in your downtime?
- Not at all
- Occasionally when I feel like it
- I often chose to read
7. I tell my friends about the books I read \_\_\_\_:
- I never do this
- I will sometimes do this
- I do this often
8. I consider myself a/an \_\_\_\_ reader:
- poor
- okay
- good
- excellent
9. When asked to read aloud in class I feel \_\_\_\_:
- horrified
- indifferent
- confident and will volunteer as tribute
10. I think spending my spare time reading is
- incredibly boring
- something I could consider
- a great way to spend time
11. I spend about \_\_\_\_ time on free reading alone:
- zero
- half hour
- 2 hours
- more than 2 hours
12. My parents choose to read as an activity at home:
- Never
- Occasionally
- Often
13. Reading is \_\_\_\_:
- very hard for me
- kind of hard for me
- kind of easy for me
- very easy for me
14. If someone were to give me a book as a present I would feel \_\_\_\_:
- irritated
- indifferent
- like they deserve a hug

14. Please put an X for sources in which you do most of your independent reading (as many as apply):

- Online (blogs, twitter/facebook, online magazines, ect)
- E-readers (Kindle, Nook, Ipad)
- Magazines/Newspapers
- Comic books
- Actual physical books

15. Do you feel differently about the books required to read for school and the ones you chose on your own?

- No, reading is reading to me
- I haven't really noticed or given much thought about it
- Yes, I enjoy reading my own choice more
- No, I enjoy reading both kinds of material the same

16. I chose to go to the library freely (either the school or the community library)

- No
- Yes

17. As an adult, do you feel as though you will be doing much reading?

- No, I don't have intention to
- Maybe, for work purposes
- Yes, I intend to read independently for the rest of my life

18. How much time do you think you spend on the internet per day (outside of school hours)?

- 1 hour
- 2 hours
- 3 hours
- more than 3 hours

19. Please list specific BOOK titles and/or authors you enjoy (series can be summed up as one)

Arthur Miller - Crucible  
 Animal Farm  
 To Kill a Mockingbird

20. Please X any genre that you feel you enjoy reading freely:

- historical fiction
- fantasy
- young adult realistic fiction
- comics/graphic novel
- non-fiction (this could be vehicle manuals, National Geographic's, etc.)
- Mystery
- biographies
- poetry
- science fiction

Thank you for completing this survey!!!!

**Appendix E: Data Collection Table**

	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T
1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q11	Q12	Q13	Q14	Q16	Q17	Q18	Q20	Regents
2		2	2	4	3	3	3	4	3	3	4	2	4	3	3	2	1,2,3,5,6,7	80
3		1	2	4	3	3	2	4	2	3	3	3	4	3	3	2	2,1,2,5,6,7,9	100
4		1	2	2	2	2	1	2	2	1	1	3	3	2	1	1	1,2,3,5,9	82
5		1	2	1	1	3	1	2	2	2	2	1	2	2	2	1	3,1,3	75
6		1	2	3	3	2	1	4	3	2	4	2	4	2	3	1	4	4
7		1	2	4	3	2	3	4	3	3	4	2	4	2	3	1	4,1,2,3,4,5,6	88
8		1	2	2	1	2	3	2	2	2	2	3	3	2	3	1	0	5
9		1	2	2	2	1	1	4	3	1	1	2	4	2	3	1	3	2
10		2	2	3	2	2	2	4	2	2	4	1	3	2	3	2	1,2,3,6	93
11		1	2	2	3	2	2	3	2	1	1	2	3	2	2	1	2,2,3,9	90
12		1	2	1	2	1	1	2	3	1	1	2	3	1	1	1	4	0
13		1	2	3	2	2	2	2	2	2	1	2	4	2	1	1	4,1,2,4,6	86
14		1	2	2	2	2	1	3	3	1	2	2	4	2	3	1	3	5
15		2	2	2	2	2	1	3	2	1	2	2	4	2	3	1	3,1,5,7	86
16		1	2	2	2	2	2	2	2	2	3	2	3	2	3	1	4,2,5,9	93
17		1	2	1	2	3	3	1	2	2	1	1	3	1	1	1	4	5
18		1	2	2	1	1	1	3	2	1	1	1	3	1	1	1	3,3,6	65
19		1	4	1	1	2	1	1	2	1	1	2	2	1	1	2	1,1,5	60
20		1	2	1	2	1	1	3	2	1	1	2	3	2	1	1	2,1,7	78
21		2	4	3	3	2	2	3	2	2	3	2	3	2	3	1	2,3,6	97
22		2	5	4	1	2	3	2	2	2	3	1	3	2	3	1	2,2,5,8	61
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24		2	2	2	3	1	1	4	2	1	1	2	4	2	1	1	1	3
25		2	2	4	3	3	3	2	1	3	4	1	3	3	3	2	2	7
26		2	2	4	3	3	3	4	2	3	4	2	4	3	3	2	4,2,3,6,9	84
27		1	2	1	3	1	1	3	2	1	1	1	3	2	1	1	1	0
28		1	2	1	2	1	1	2	2	1	1	1	3	2	1	1	1,2,5,6	74
29		1	5	1	1	1	1	2	1	1	1	1	2	1	2	1	4	2
30		1	2	1	2	1	1	3	3	1	2	1	4	3	2	1	4	0
31		2	2	4	2	3	2	3	3	3	3	2	4	3	2	2	2,2,3,6,8	87
32		2	2	4	3	3	3	4	3	3	4	2	4	3	3	2	4,2,3,4,6,8,9	94
33		1	2	2	2	1	2	3	2	1	2	2	3	2	3	1	3	5

Copy of Data Entry Thesis Research2 - Microsoft Excel

File Home Insert Page Layout Formulas Data Review View Team

Clipboard Font Alignment Number Styles

Calibri 11 A A

B I U

General

Normal Bad Good

Check Cell Explanatory... Input

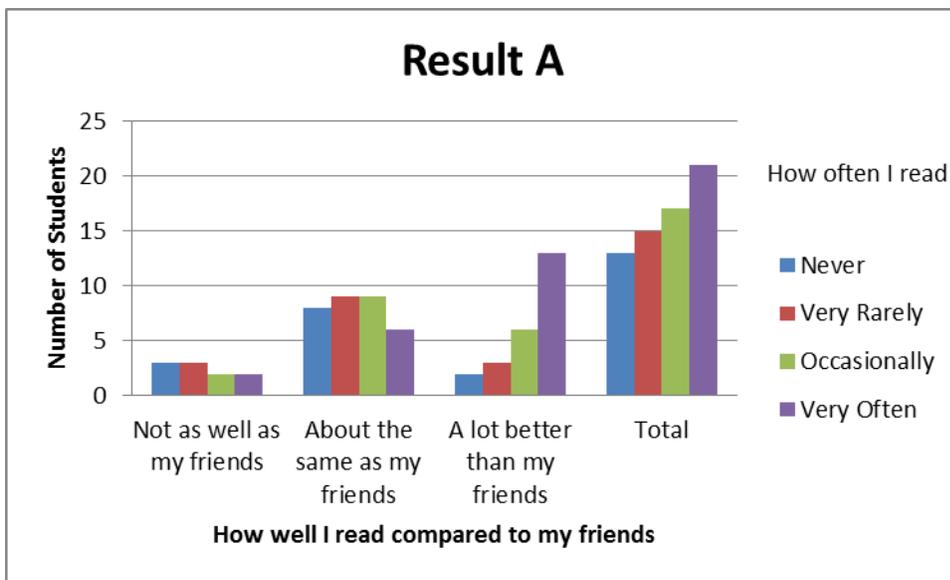
J27 2

	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T
31	2	2	4	2	3	2	3	3	3	3	2	4	3	2	2	2,2,3,6,8	87	
32	2	2	4	3	3	3	4	3	3	4	2	4	3	3	2	4,2,3,4,6,8,9	94	
33	1	2	2	2	1	2	3	2	1	2	2	3	2	3	1	3	5	63
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36	1	2		2	2	1	1	2	2	1	1	13	1	1	1	1	5	73
37	1	2	3	1	2	1	2	2	2	3	1	2	2	3	1	2,2,9	67	
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44	2	2	4	3	3	3	4	3	3	4	3	4	3	3	2	1,2,3,6,9	98	
45	1	2	3	2	2	2	4	2	2	2	2	0	2	3	1	1,2,6,7	93	
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63	2	2	4	2	3	2	3	2	3	3	3	3	2	2	2	2,3,6	72	
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**Appendix F: Correlational relationship interpreted data and graphs**

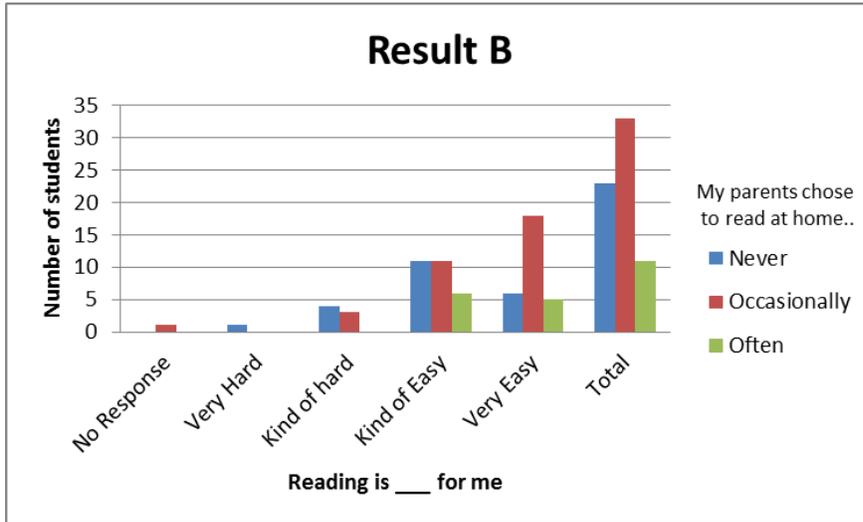
**Result A:**

	Not as well	About the	A lot better	Total
Never	3	8	2	13
Very Rare	3	9	3	15
Occasiona	2	9	6	17
Very Ofte	2	6	13	21



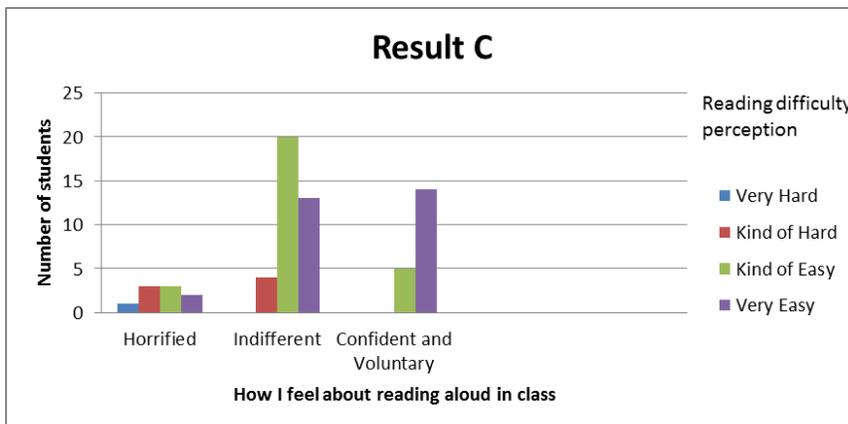
**Result B:**

	No Respo	Very Hard	Kind of ha	Kind of Ea	Very Easy	Total
Never	0	1	4	11	6	23
Occasiona	1	0	3	11	18	33
Often	0	0	0	6	5	11



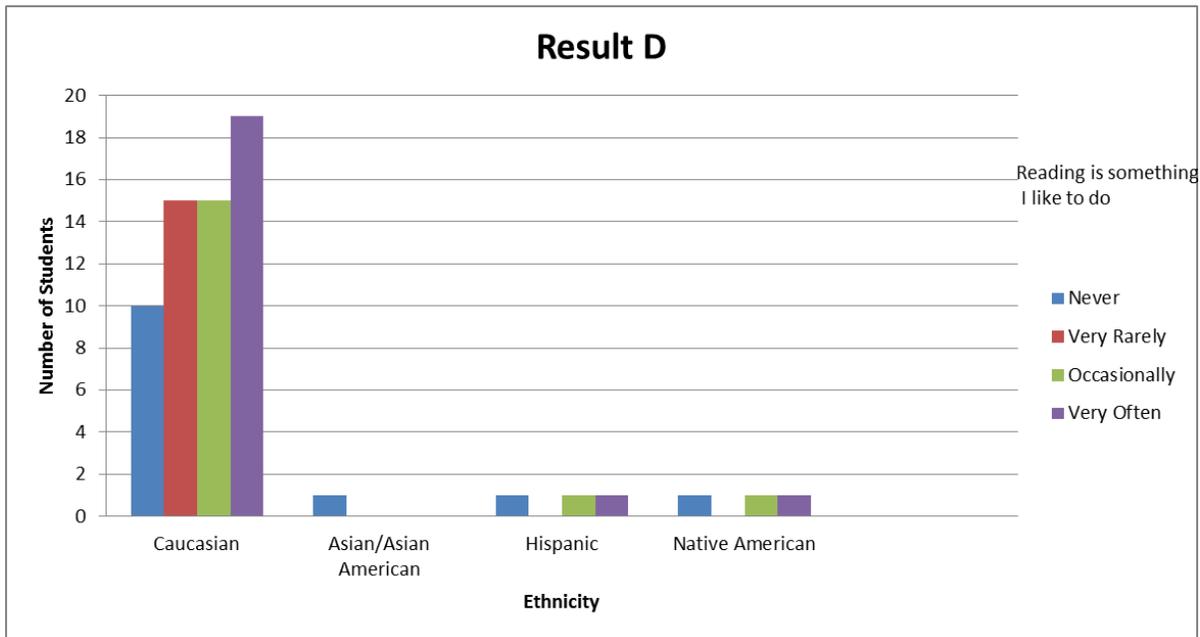
**Result C:**

	Horrified	Indifferen	Confident and Voluntary
Very Hard	1	0	0
Kind of Ha	3	4	0
Kind of Ea	3	20	5
Very Easy	2	13	14



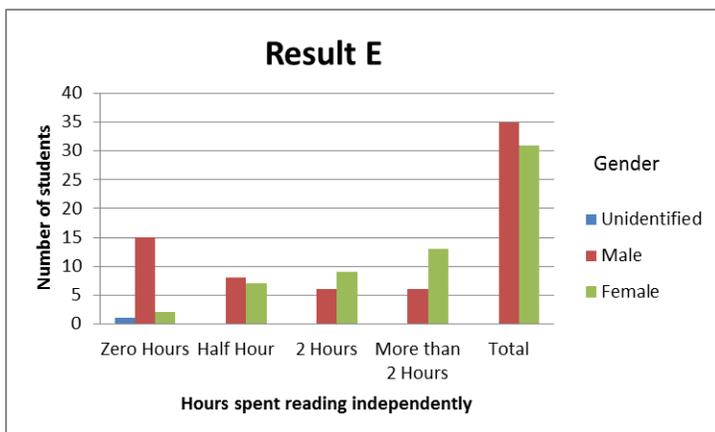
**Result D:**

	Caucasian	Asian/Asi	Hispanic	Native American
Never	10	1	1	1
Very Rare	15	0	0	0
Occasiona	15	0	1	1
Very Ofte	19	0	1	1



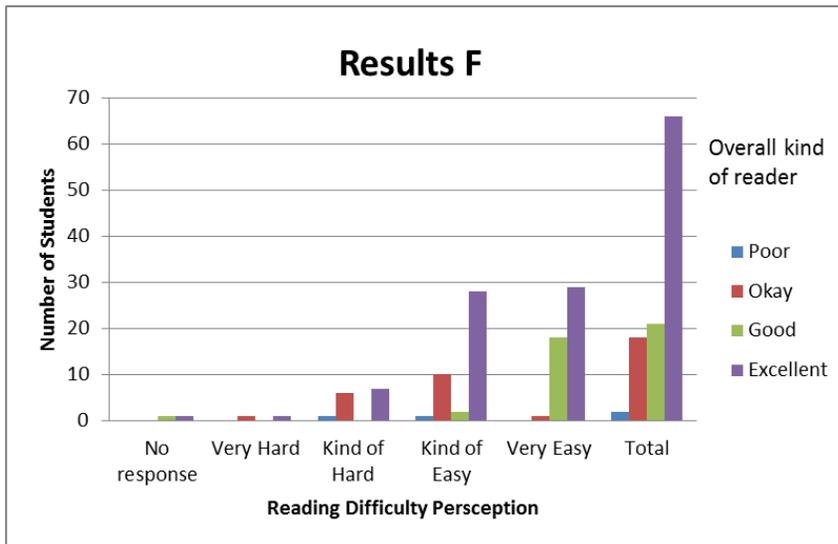
**Result E:**

	Zero Hour	Half Hour	2 Hours	More thar	Total
Unidentifi	1	0	0	0	0
Male	15	8	6	6	35
Female	2	7	9	13	31



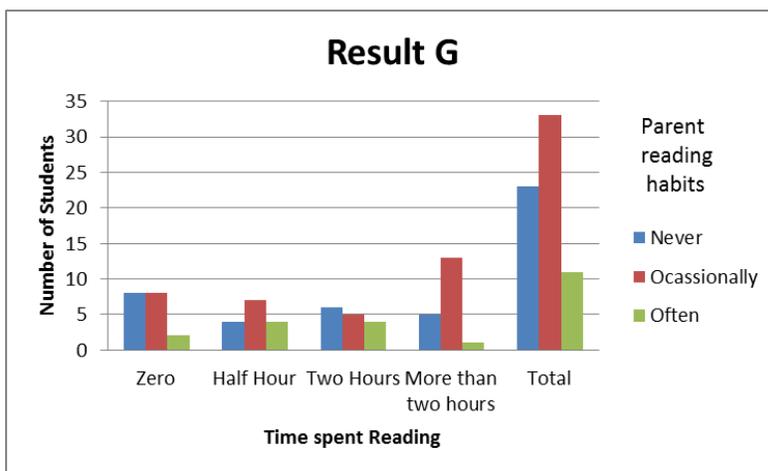
**Result F:**

	No respon	Very Hard	Kind of Ha	Kind of Ea	Very Easy	Total
Poor	0	0	1	1	0	2
Okay	0	1	6	10	1	18
Good	1	0	0	2	18	21
Excellent	1	1	7	28	29	66



**Result G:**

	Zero	Half Hour	Two Hour	More than	Total
Never	8	4	6	5	23
Ocassiona	8	7	5	13	33
Often	2	4	4	1	11



**Result H:**

	0-65%	66-85%	86-100%
Never	4	7	2
Varely Rai	5	5	5
Occasiona	0	7	10
Very offer	3	5	13

