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THE IMPACT OF READING MOTIVATION ON AFRICAN AMERICAN  
AND LATINX HIGH SCHOOL STUDENTS' READING  
PERCEPTIONS ACROSS GRADE LEVELS  
AND BETWEEN GENDERS

by

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DISSERTATION

Presented to the Faculty of  
The University of Houston-Clear Lake  
In Partial Fulfillment  
Of the Requirements  
For the Degree

DOCTOR OF EDUCATION

in Education Leadership

THE UNIVERSITY OF HOUSTON-CLEAR LAKE

AUGUST, 2021

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## **Dedication**

To my late mother who shaped my character and instilled faith, education, resilience, and love.

## **Acknowledgements**

I never imagined how I would reach the end of my journey in this research study. I realize this is because my research study is just the start of a never-ending journey, as I continue to explore, research, and learn. I thank God for the opportunity to experience this journey. I could not have gotten this far without prayer and my faith and belief in God. I thank him for his love, protection, and blessings. I want to also thank my late mother. She instilled the importance of education within me, from a young age. She always read to me and provided me with the tools I needed to succeed. I would not be who I am now, if it were not for her guidance, support, and unconditional love. Although she is no longer physically on this earth, I believe she is with me in spirit every day, and she continues to inspire me because she left a legacy of excellence, hard work, and strong faith.

To my husband, your support and love has been an encouraging force in this process. Thank you for your love, patience, and endurance as we overcame challenges during my journey. To my son, you are simply pure joy, and my reason for existence. I strive to lead by example and instill a value of love and education within you. Thank you to my grandparents and cousin Tanisha, who were also important pillars of strength throughout my upbringing and through the journey of my research study. To my supportive and loving family members and friends, thank you for your love, prayers, and listening ears. Special thank you to my Uncle Eric, Aunt Gina, sister Nora, father, and Uncle Myron, who are all the reason why I was able to relocate to Texas.

To my dissertation chair and dissertation committee, you all are examples of strong and educated women and I am honored to have you all as my committee members. Dr. Raymond, thank you for your continued encouragement throughout this journey. Thank you for helping to find solutions to any problem that arose. Dr. Peters and Dr.

McDonald, thank you for your wisdom and guidance. As my committee members and former professors, I have gained so much knowledge from each of you and I am forever grateful. Dr. Pule, thank you for your wisdom and advice, as well as your willingness to guide me on this important journey.

ABSTRACT

THE IMPACT OF READING MOTIVATION ON AFRICAN AMERICAN  
AND LATINX HIGH SCHOOL STUDENTS' READING  
PERCEPTIONS ACROSS GRADE LEVELS  
AND BETWEEN GENDERS

Emeralle J. Kirksey  
University of Houston-Clear Lake, 2021

Dissertation Chair: Roberta D. Raymond, EdD, Chair

The purpose of this mixed method study was to examine the influence of reading motivation on African American and Latinx high school students' reading perceptions across grade levels and between genders. This study included a review of data from the *Motivations to Read Questionnaire*, and conversational interviews using scripted questions from the *Adolescent Motivations to Read Profile*. A purposeful sample of African American and Latinx high school students from 9<sup>th</sup> – 11<sup>th</sup> grades participated in this study. Quantitative data was measured using frequencies and percentages. Qualitative data was analyzed using deductive and inductive coding. Overall responses to quantitative data showed reading efficacy and intrinsic motivation to likely influence student reading perceptions across grade levels and between genders for African

American and Latinx adolescents. Student perceptions also indicated an influence of several other types of reading motivation in African American and Latinx students between genders and across 9<sup>th</sup> – 11<sup>th</sup> grades.



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## CHAPTER I:

### INTRODUCTION

Nearly two-thirds of American 8th graders cannot comprehend or read a text at a proficient level (National Center for Education, 2015). Results from the 2017 National Assessment of Educational Progress (NAEP) show that only 36% of adolescent students tested in the 8th grade scored at the proficient level in reading comprehension, and only 6% were considered advanced. For older adolescents, only 37% of students tested in the 12th grade scored proficient in reading comprehension, with only 6% scoring at the advanced level (NAEP, 2018).

African American and Latinx students are more likely to enter high school with literacy skills three years behind Caucasian students (Reardon et al., 2012). Results from the National Report Card show Caucasian students with scaled reading scores higher than Latinx and African American students across the Nation's public and nonpublic schools. The 2017 scaled reading scores showed a difference of 19 points, between Latinx and Caucasian students in the 8th grade, and a difference of 20 points for 12th grade, as of 2015. For African American and Caucasian students, the gap was larger with a difference of 25 points on scaled reading scores for 8th grade students, as of 2017, and 30 points for 12th grade students, as of 2015 (NAEP, 2017).

Motivation could be a key component for improving low reading levels in adolescent readers (Troyer, 2017). Reading skills are essential for the academic progress and success of adolescent students (McGeown et al., 2015). Neugebauer (2017) explains that adolescents engage with more complex texts across content areas and encounter higher levels of literacy expectations than elementary students. In addition, as adolescents advance and transition from learning to read to reading to learn, they learn about the

world, encounter complicated concepts and sentence structures, and are less likely to have prior knowledge of content materials (Goldman et al., 2016).

Research has shown motivation to be reciprocally related to reading attainment as well as an indicator of reading performance (McGeown et al., 2015). There is an abundance of research supporting the relationship between children's reading skills and motivation (Guthrie, Wigfield, Metsala, & Cox, 2004; Guthrie, Wigfield, & Perencevich, 2004; Mucherah & Yoder, 2008; Taboda et al., 2009) however, little research exists with adolescents and their perceptions of motivation. The purpose of this study will be to examine the influence of reading motivation on African American and Latinx high school students' reading perceptions between genders and across grade levels. This chapter will describe the research problem, the significance of the study, the research purpose and questions, and provide definitions of key terms.

### **Research Problem**

There is a significant amount of research that analyzes children's reading skills and reading motivation (Guthrie, Wigfield, Metsala, & Cox, 2004; Guthrie, Wigfield, & Perencevich, 2004; Mucherah & Yoder, 2008; Taboda et al., 2009). However, there are few research studies on reading motivation in adolescents (McGeown et al., 2015). Research studies on reading motivation across ethnicities are also limited (Unrau & Schlackman, 2006). This study will analyze reading perceptions in 9<sup>th</sup> through 11<sup>th</sup> grade African American and Latinx students.

Low literacy and reading skill deficits can negatively influence adolescents with completing and receiving high school credentials and could lead to various difficulties in adulthood. In the U.S., students and adults who have poor reading skills are composed of a large number of high school dropouts, unemployed and those who are incarcerated (Reschly, 2010). Reschly (2010) explains that reading is a critical component

contributing to high school dropout rates. The author discusses how reading deficits may be a primary reason for grade retention recommendations. Grade retention is “the practice of holding students back to repeat a grade for which they have not met academic or social expectations” (p. 69). Reschly (2010) expands on a connection between grade retention and dropout rates showing that “dropping out of school is not an event but rather a consequence of years of withdrawal (p. 75),” causing students who lack adequate reading skills to often face difficulties when following course content and meeting academic expectations. In addition, Reschly (2010) also explains other negative influences of grade retention on a student’s academic achievement, socioemotional skills, and behavior outcomes.

Without high school credentials many dropouts could face disadvantages in the workforce. Results from the 2018 National Center for Education Statistics (NCES) show that adults with high school credentials have a higher percentage of being employed. Of adults in the U.S. between the ages of 25 and 34, 72% were employed with high school credentials, in comparison to only 59% of those adults who were employed without high school credentials. At 86%, a higher percent of adults with a bachelor’s degree or higher were employed (McFarland, 2019). In addition, adults who have low levels of literacy are more likely to earn less and experience poverty (Kirsch et al., 2002). The average annual earning for adults between the ages of 25 and 34 with less than high school credentials is \$26,000. This is compared to adults of the same age range who have completed high school and earn an annual average of \$32,000, and to adults of the same age range who have a bachelor’s degree or higher and earn an annual average of \$55,000 (McFarland, 2019). A high school dropout, on average, loses \$680,000 in income over a lifetime. Furthermore, adults who did not complete high school and receive a diploma or

equivalent credentials, tend to have lower tax contributions, higher reliance on Medicaid and welfare, and higher rates of criminal activity (McFarland et al., 2016).

As it relates to the workforce, an increase in literacy and educational demands is prevalent. Even entry-level jobs have a demand for increase in literacy skills (Miller et al., 2010). In a 2003 study from National Center for Education Statistics, reading levels of American citizens were assessed. The study derived from the 2003 National Assessment for Adult Literacy (NAAL) and measured literacy proficiency based on prose, document, and quantitative abilities. Prose literacy refers to the ability to research, comprehend, and utilize texts from a variety of reading materials including books, newspapers, and magazines. Document literacy involves the ability to research, comprehend, and utilize information from documents which includes maps, schedules, and other forms. Quantitative literacy is based on numbers and refers to the ability to identify and perform computations (NAAL, 2003).

In the 2003 NAAL study, prose literacy, document literacy, and quantitative literacy were measured from 0-500 and were broken down into four literacy levels: Below Basic, Basic, Intermediate, and Proficient. Thirty million Americans tested at below basic in prose literacy (Miller et al., 2010). Those with the lower literary scores were 16.5 times more likely to receive government assistance and although some worked full-time, they earned less than \$300 per week. Some also had difficulty with what might seem as basic tasks, such as with filling out forms and job applications. Overall, adults with limited reading skills were more likely to be unemployed or in low-paying jobs (Windisch, 2015). In addition, individuals with low literacy levels were more likely to experience poverty and earn less money (McCoy, 2013)

There is also a correlation between academic achievement deficits in reading and involvement in the juvenile justice system. Reading failure is a major cause that can lead

to delinquency (Brunner, 1993). In 2016, 70% of the delinquency cases involved youth ages 15 and older (OJJDP, 2016). At 48%, nearly half of all students entered residential juvenile justice facilities with an academic achievement level that was below their grade equivalent (NDTAC, 2011). Specifically, as it relates to literacy, over half of adolescent offenders have difficulties in literacy competence (Morrisroe, 2014).

Literacy plays a key role in the school-to-prison pipeline (Martin & Beese, 2017). Schachter (2013) explains that in America, more money is spent on incarcerating youth than on educating youth, with approximately \$12,605 spent per pupil and \$18,678 spent per inmate. In addition, the U.S. spends over \$200 billion over the lifetime of individuals susceptible to the school to prison pipeline, and as it relates to public assistance (Schachter, 2013). Martin & Beese (2017) describe how the school to prison pipeline exposes students to the criminal justice system. Furthermore, students of color are the most negatively influenced in comparison to their white counterparts. Zhen (2019) details the 2017 incarceration rate, showing that African Americans are at least three times more likely to be incarcerated than Whites and Latinxs. Of the 745,200 inmates accounted for in 2017, 34% of jail inmates were African American and 15% were Latinx. In addition, 3600 inmates were juveniles and 3200 of those juveniles were held as adults (Zhen, 2019).

### **Significance of the Study**

Reading motivation is a key component in reading performance (Neugebauer, 2017). Research shows engaged reading correlates with reading achievement and that reading motivation is a foundational aspect of reading engagement (Guthrie & Wigfield, 2000). Guthrie and Wigfield (2000) further show that reading motivation sustains the upward or downward direction of reading achievement because as students read more, they gain competence and comprehension. However, there is a gap in reading motivation

research with adolescents (McGowen et al., 2015). The Conradi et al. (2014) conceptual review of reading motivation literature showed that only 8% of those studies researched high school aged adolescents.

This study will identify student perceptions of reading motivation for African American and Latinx high school students, which could be beneficial to both teachers and students. Motivational factors that influence students could positively influence instruction for teachers as well as promote autonomy, relatedness, and competence in students (Troyer, 2017). Knowing what motivates a student could be helpful for teachers because they could then “ignite motivation in their students through high interaction, offer challenging literacy activities, and engage students in discussion about what they read” (Varuzza et al., 2014, p. 117).

Teachers play a vital role in stimulating students’ intrinsic motivation which can lead to an increase in student reading comprehension abilities (De Naeghel et al., 2014; Legault et al., 2006). Educators also play a crucial role in developing students’ views of learning, attitudes towards reading, and influencing their levels of motivation (Marshall, 1987; Richardson et al., 1991; Ryan & Patrick, 2001; Taylor et al., 2003). Gilson, Beach, & Cleaver (2018) discuss motivation as a catalyst for reading achievement with adolescent students. The authors encourage educators to develop ways to address and motivate reluctant readers through motivation and literacy techniques; teachers have an influence on adolescents’ reading motivation (Troyer, 2017; Verruza et al., 2014).

### **Research Purpose and Questions**

The purpose of this study will be to examine the influence of reading motivation on African American and Latinx high school students’ reading perceptions between genders and across grade levels. The following research questions will guide this study.

### **Research Questions**

1. To what extent does reading motivation influence African American high school students' reading perceptions across grade levels and between genders?
2. To what extent does reading motivation influence Latinx high school students' reading perceptions across grade levels and between genders?
3. To what extent does reading motivation influence student reading perceptions between African American and Latinx high school students across grade levels and between genders
4. How does reading motivation influence the value of reading in African American and Latinx high school students across grade levels and between genders?
5. How does reading motivation influence self-concepts of reading in African American and Latinx high school students across grade levels and between genders?

### **Definitions of Key Terms**

*Adolescents:* High School students between the ages of 13-18; Grades 9-12

*Adolescent Motivation to Read Profile (AMRP):* The revised Motivation to Read Profile that is to be used with adolescents and assess student self-concepts and values of reading (Pitcher et al., 2007).

*Extrinsic Motivation:* Motivation to read is based on the possibility of receiving an outcome such as a reward or better grade (Ryan & Deci, 2000).

*Motivations for Reading Questionnaire (MRQ):* Reading questionnaire that assesses the motivational beliefs of reading (Wigfield & Guthrie, 1997).

*Intrinsic Motivation:* Motivation to read based on being engaged in reading for one's own sake, curiosity, or interest. (Murphy & Alexander, 2000).

*Reading efficacy:* The belief in one's reading success (Wang & Guthrie, 2004).



*Reading Motivation:* Student beliefs, values and goals related to reading (Guthrie & Klauda, 2014, p. 392)

*Social Reasons for Reading:* Reading or discussing a reading with family and friends (Wigfield & Guthrie, 1997)

### **Conclusion**

This chapter first identified reading achievement gaps between Latinx and White students and African Americans and White students. This chapter also addressed the influence of poor reading comprehension skills on youth and the influence of reading deficits into adulthood. The significance of this study for the education community and community as a whole was addressed, showing the potential benefit of understanding reading motivation and student reading perceptions for educators and students. The research problem and significance of the study were reviewed, and the research questions were presented. The following chapter will discuss reading motivation and student reading achievement in further detail.

## CHAPTER II: REVIEW OF THE LITERATURE

Reading motivation is a multidimensional construct and students are motivated to read for various reasons (Schiefele et al., 2012). This chapter will focus on reading motivation and student reading perceptions of African American and Latinx adolescents. It is crucial to understand reading motivation in adolescents (Wilkinson et al., 2020) because reading motivation plays a significant role in reading achievement (Gilson, Beach, & Cleaver, 2018; Guthrie, Hoa, Wigfield, et al., 2007; Kelley & Decker, 2009, Klauda & Guthrie, 2015). As students progress from elementary education to secondary education, research has shown that reading motivation declines (Guthrie & Wigfield, 2000; Kelley & Decker, 2009).

Extensive research exists related to reading motivation and children, but there is a gap in reading motivation research with adolescents (McGowen et al., 2015). The Conradi et al. (2014) conceptional review of reading motivation literature showed a lack of research studies on reading motivation for adolescents at the high school level. Twenty-seven percent of peer-reviewed research articles on reading motivation focused on primary grade levels and 65% percent of research focused on adolescents between fourth through twelfth grades. However, of the 65%, only 8% of the studies researched high-school aged adolescents, while the remaining percentage focused on late elementary and middle school students.

The purpose of this chapter is to provide a review of literature that will address reading motivation and student reading perceptions of African American and Latinx high school students. This section will address the following topics: (a) reading motivation and adolescents (b) reading motivation and African American students (c) reading motivation

and Latinx students (d) reading motivation between African American and Latinx students.

## **Reading Motivation and Adolescents**

### **Reading Motivation Constructs**

Wigfield and Guthrie (1997) identify several constructs of reading motivation: reading efficacy, intrinsic motivation, extrinsic motivation, and social reasons for reading. Self-efficacy is the “belief in one’s capabilities to organize and execute the courses of action required to produce given attainments” (Bandura, 1977, p. 5). Bandura (1977) discussed the connection between self-efficacy and a student’s activity choice and willingness to complete the activity. Self-efficacy can also be a significant determinant of students’ belief in their reading competency (Wigfield & Guthrie, 1997) and willingness to engage in reading (Booth, et al., 2017). Reading efficacy is the belief in one’s reading success (Wang & Guthrie, 2004). Students who have higher levels of reading efficacy are more likely to accomplish reading tasks and persist when facing challenges with completing activities (Wigfield & Guthrie, 1997).

Intrinsic and extrinsic factors are important to reading motivation because “even if individuals believe they are competent and efficacious at an activity they may not engage in it if they have no purpose for doing so” (Wigfield & Guthrie, 1997, p. 421). Intrinsically motivated students complete work because of their own interest and desires (Wigfield, Guthrie, Tonks, et al., 2004), separate from and not related to external factors (Ozen, 2017). There are several dimensions of intrinsic motivation including curiosity, preference for challenge (Wigfield, Guthrie, Tonks, et al., 2004), and involvement (Wigfield & Guthrie, 1997). Intrinsically motivated students tend to become involved in a lesson (Deci & Ryan, 2000) and engage in activities for the purpose of grasping concept objectives (Ozen, 2017).

Extrinsic motivation is independent of a student's behavior and is focused on the external environment (Ozen, 2017). Extrinsically motivated individuals complete tasks to receive a benefit or reward (Wigfield, Guthrie, Tonks, et al., 2004), or to avoid punishment (Ozen, 2017). Thus, extrinsically motivated students are less concerned with the activity itself, and more focused on the potential benefit associated with performing the task (Wigfield, Guthrie, Tonks, et al., 2004). Dimensions of extrinsic motivation include recognition for reading by a teacher or parent, or recognition of grade performances (Wigfield & Guthrie, 1997).

There are also social aspects of reading motivation. Chiu and Chow (2015) discuss the role that classmates play when motivating each other to learn, stating that classmates can “help a student learn indirectly through motivation” (p. 153). Social reasons for reading motivation involve reading with family and friends or discussing a reading with family and friends. Students who have strong social goals tend to perform better in school (Wigfield & Guthrie, 1997).

### **Student Reading Perceptions and Reading Comprehension Skills**

McGeown et al., (2015) conducted a study on adolescents and analyzed to what extent reading motivation and habits predicted the following components of reading: word reading, comprehension, summarization, and text reading speed. In addition, group differences between gender, age and reading ability were also analyzed with a focus on reading motivation, reading skills, and reading habits. A sample of 312 students from 31 schools in the United Kingdom participated in the study. Participants' ages ranged from 11 to 16 years old and were in grades seven through eleven. Of the 312 students, 53.5% were in 9<sup>th</sup> – 12<sup>th</sup> grades. Students completed several assessments including the York Assessment of Reading for Comprehension Secondary (YARC), which assessed reading comprehension, summarization, and text reading speed. Students also completed the

Single Word Reading Test (SWRT), which assessed word reading. Lastly, students completed the *Motivation to Read Profile* (Gambrell et al., 1996), which assessed self-concept as a reader, the value of reading, as well as identified reading habits.

Results of the study were analyzed to find differences in the strength of correlations. Correlations were determined using two subscales of reading motivation: self-concept and value. Reading expectancy skills were also measured and refer to a student's perceptions of competence and future reading success. Reading skills (word reading, comprehension, summarization, and text reading speed) correlated closely to reading expectancy. Reading value was closely associated with the amount of times students spent engaging in a text. Both self-concept as a reader and the value of reading were associated with reading fiction and factual books. Fiction reading also correlated with word reading and reading speed. Comprehension and summarization were shown to be strongly predicted by a student's value of reading.

Reading comprehension and reading motivation were also analyzed in the Louick et al. (2016) mixed method study. One hundred and twelve middle schoolers from two schools in the northeast United States participated in the study. Students were from 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> grades and all were enrolled in a remedial reading class. Of the 112 students, a subset of 44 students were randomly selected to participate in semi-structured interviews. Students completed a reading questionnaire and reading comprehension exam. Reading motivation was measured using the *Motivations for Reading Questionnaire* (MRQ) (Wigfield & Guthrie, 1997). Reading comprehension was assessed using the Gates-MacGinitie (GM). Supplemental aids were used during testing to accommodate students with disabilities.

Results of the study showed students from the first middle school site produced higher results in reading motivation than students from the second middle school site.

Students from the second middle school site produced higher results in reading comprehension. No significant relationship between reading motivation and reading comprehension was shown with either site. Regarding reading self-efficacy, students with higher reading comprehension scores were more self-efficacious at the beginning of the school year. There was a positive association between standardized reading scores and a student's self-efficacy. This study called for further research to be conducted on investing reading self-efficacy and specific content areas.

### **Student Reading Perceptions of Curiosity and Involvement**

Intrinsic motivation refers to an individual's willingness to complete a task, without the influence of outside factors (Deci & Ryan, 2000) and curiosity and student interest are subconstructs of intrinsic motivation (Ozen, 2017). In a 2017 study, intrinsic motivation and student achievement was assessed between adolescents and across content areas (Neugebauer, 2017). One hundred forty students from 15 mathematics, science, social studies, and English Language Arts classrooms participated in this study. The study took place in northeastern schools in the United States. Students participated in multiple surveys and were observed in several social interactions. Students completed the *Motivations for Reading Questionnaire* (MRQ) (Wigfield & Guthrie, 1997) and the Dynamic Reading Motivation Measure (DRMM). The MRQ measured habitual reading motivation and the DRMM measured situational motivation to read in different content areas. In addition to the surveys, the Measure of Topic Interest (MTI) (Schiefele, 1996) was used to measure student interest in a content area. Social reading interactions were assessed using the Direct Behavior Ratings (DBRs) (Chafoules, Riley-Tillman, & Sugai, 2007). These ratings were completed by the teacher at the end of every class period. Positive social interactions were also assessed by graduate students using Systematic Direct Observation (SDO), with the use of Momentary Time Sampling (MTS)

In addition to the analysis of the relationship between reading motivation and reading comprehension, one of the main purposes of the study was to test the validity of DRMM. For the purpose of this literature review, only the results pertaining to reading motivation will be reported. Results from the study showed two types of intrinsic motivation to emerge during content area reading: Content-Area Curiosity and Content-Area Involvement. Content-Area Curiosity referred to a student's excitement and interest in literacy and called for a more interactive understanding of reading that represented a reaction to factors in the environment. Content-Area Involvement involved a student's desire to understand what he or she is reading. Content-Area Involvement was more positively correlated with reading performance in content areas.

### **Reading Profiles and Student Perceptions of Reading Motivation**

Jang & Henretty (2019) describe how reading profiles can be beneficial in understanding student perceptions of reading motivation. The authors further describe reading profiles as tools to help analyze characteristics of a reader by providing cognitive and motivational factors connected to a student's reading process or experience. Troyer (2017) conducted a mixed methods study of adolescents' motivation to read and developed several reading profiles. Sixty-eight 7th graders from two charter schools participated in the study. Students were given the *Motivations to Read Questionnaire* (MRQ) (Wigfield & Guthrie, 1997), and the Survey of Adolescent Reading Attitudes (SARA) (McKenna, Conradi, Lawrence, Jang, & Meyer, 2012) Reading achievement was provided from the students' state standardized test scores and first interim assessment. English Language Arts students and teachers were also observed by the researcher to gather additional information on factors that motivate specific groups of students to read. In addition to quantitative data, a total of eight students were chosen to participate in 30-minute qualitative interviews.

The purpose of this study was to identify reading motivation and reading achievement profiles and determine key aspects that foster reading motivation. A cross-case analysis was conducted to identify possible patterns across clusters and schools. Survey results and reading achievement data were used to determine common motivational/academic profiles. Results of the data showed four distinct reading motivation/achievement profiles for adolescent readers: (a) average achievement, high motivation; (b) high achievement, average motivation; (c) low achievement, low motivation; and (d) average achievement, low motivation.

Twenty-six students identified with cluster one (average achievement, high motivation) and received proficient scores on the state standardized test. The students scored above average for intrinsic motivation, extrinsic motivation, self-efficacy, importance, and attitude towards reading. Cluster one students scored in the average range on avoidance, compliance, and attitudes to recreational reading. Cluster two students (high achievement, average motivation) consisted of twelve students, all of whom received proficient scores on the state standardized test except for one student. Students identified under cluster 2 scored in the average range for intrinsic motivation, extrinsic motivation, self-efficacy, avoidance, compliance, and attitude toward reading. Students scored below average on the importance of reading. Thirty-one percent of the 13 cluster three (low achievement, low motivation) students scored at the proficient level on the state standardized test. Students also scored below average on intrinsic and extrinsic motivation, self-efficacy, and compliance.

Cluster three students fell within the average range on perceptions of reading importance. Lastly, nine students identified in cluster four (average achievement, low motivation). Eighty-nine percent of cluster four students scored proficient on the state standardized test. However, students scored below the mean on intrinsic and extrinsic



motivation, self-efficacy, importance, and attitude toward reading. Cluster four students scored in the average range for compliance and attitude toward recreational reading. Overall, based on the cluster results, reading motivation did not correlate with students' standardized test scores. However, it is important to note the level of difficulty of the state reading assessment and that students were able to perform adequately without high motivation (Neugebauer, 2014).

### **Reading Attitude Profiles and Student Perceptions of Digital Reading**

As technology has progressed in the 21<sup>st</sup> century, digital literacy has become increasingly important, and students should be able to navigate literature in both digital and traditional text formats (Rhodes & Robnolt, 2009). Jang and Henretty (2019) examine digital literacy and student reading perceptions by using reading profiles. Five thousand middle school students between the 6<sup>th</sup> and 8<sup>th</sup> grades from the United States participated in this study. The Survey for Adolescent Reading Attitudes (SARA) was mailed to teachers who then administered the survey to students. The SARA assessed four reading attitudes: academic print, recreational print, academic digital, and recreational digital. Data were analyzed using the latent profile analysis (Vermunt & Magidson, 2002). The data analyzed revealed four attitude profiles for adolescent readers: recreational digital only readers, engaged digital readers, engaged print readers, and digital preferred readers.

Results of the study showed approximately 4% of students were identified as recreational digital only readers. Recreational digital readers had minimal interest in print and often engaged in videos and games. Approximately twenty-five percent (24.7%) of students identified as engaged, digital readers. Those who were classified in these areas preferred to read entirely digital texts. The third profile identified 13.9% of participants, for engaged print readers. Engaged print readers preferred to read texts entirely in print.

The fourth profile yielded 39.4% of digital preferred readers. Digital preferred readers were less inclined to read independently and should be provided with reading opportunities that favor their interest.

### **Student Perceptions of Affirming and Undermining Reading Motivation**

Student reading motivation can be analyzed using student perceptions of affirming and undermining motivations. Affirming perceptions include intrinsic motivation, self-efficacy, and reading value. Undermining motivations include avoidance, perceived difficulty, and devalue of reading (Ho & Guthrie, 2013). Van Steensel et al. (2020) conducted a research study examining student perceptions of undermining (negative) reading motivation and affirming (positive) reading motivation in adolescents. Three hundred twenty-four adolescents from the Netherlands participated in the study. Adolescent participants were considered low achieving based on standardized test scores. Fifty-two percent of the participants were 7<sup>th</sup> students with a mean age of 13.0. Forty-eight percent of participants were 9<sup>th</sup> students with a mean age of 15.2 years. Fifty-six percent of the students were male and 44% were female.

Reading motivation was measured using the Adolescent Motivations for (Out of) School Reading Questionnaire (AMOSR). Items on the questionnaire were translated from English to Dutch by a professional translator and a bilingual researcher. Reading comprehension was assessed using the Dutch prevocational assessment which assessed comprehension in eight tasks and across genres. The questionnaire was administered in a 20-minute class session. The reading comprehension test was administered in two 40-minute classroom sessions.

The purpose of the study was to validate the AMOSR instrument, determine if undermining reading motivations contribute to reading comprehension scores, and to determine if a relationship exists between undermining reading motivation and reading

comprehension based on age and gender. For the purpose of this literature review, only results pertaining to reading motivation will be reported. Outcomes of the study showed undermining motivations to play a significant role in reading comprehension scores. Perceived difficulty during leisurely reading had a significant influence on reading comprehension. Motivational variables and reading comprehension resulted in small correlations, possibly due to the sample size being low achievers, as determined by standardized test scores. In relation to age and gender, no differential effects of undermining motivations were found between the different age groups or genders. However, avoidance of reading was connected to age. Data showed males to be less intrinsically motivated than females for in school and leisure reading. Avoidance correlated more positively with males than females. No correlations were found between gender and self-efficacy.

### **Reading Motivation and African American Students**

#### **Student Perceptions of Affirming and Undermining Reading Motivation**

Few research studies exist measuring adolescents from underrepresented ethnic groups and their reading motivation perceptions (Quirk et al., 2020). Guthrie, Coddington & Wigfield (2009) studied reading motivation perceptions and their relationships to student achievement with 245 5th graders from 13 classrooms in a mid-Atlantic state. One-hundred and eighty-six students identified as Caucasian and 59 identified as African American. Motivation was measured using a questionnaire. Reading comprehension was measured with a standardized test, the Gates-MacGinite Reading Test (GMRT). Reading speed and word recognition was measured with the Woodcock Johnson III Diagnostic Reading Battery (WJ-III DRB). Tests were administered by classroom teachers during a 90-minute class period, over two days.

Four types of motivation emerged from the data and were assessed between African American and White students: intrinsic motivation, self-efficacy, avoidance, and perceived difficulty. Intrinsic motivation and self-efficacy were considered affirming motivations and avoidance and perceived difficulty were considered undermining motivations. The four motivations were configured into four reading profiles which described approaches to reading for individual students and subgroups: avid, ambivalent, apathetic, and averse. Profiles were designed based on high and low intrinsic reading motivation and high and low reading avoidance: avid readers: high intrinsic, low avoidance motivation; ambivalent readers: high intrinsic, high avoidance; apathetic readers: low intrinsic, low avoidance; and averse readers: low intrinsic, high avoidance.

Using factor analysis, data from African American and White groups were assessed separately to draw comparisons. Several correlations were established between groups. For White students, intrinsic motivation correlated significantly with reading comprehension and reading fluency. For African Americans, intrinsic motivation had a significant correlation to reading fluency. Although data from both White and African American students showed a negative correlation between avoidance and reading comprehension, avoidance was more likely to be correlated in a negative direction with reading comprehension and reading processes with African American students. Intrinsic motivation was more likely to be positively correlated with White students.

Self-efficacy correlated positively for all cognitive variables with the White group and only in reading comprehension for the African American group. Perceived difficulty correlated negatively with both the White and African American groups for reading comprehension and all cognitive variables. As it relates to the reading profiles, there was a higher portion of avid readers among the White students in comparison to the African American students. There were higher proportions of apathetic and ambivalent readers

among the African American readers in comparison to the White readers. Both groups had similar proportions for averse readers.

### **Student Perceptions of Reading Motivation and Involvement by Gender**

Females have been shown to exhibit higher levels of motivation to read in comparison to males (Baker & Wigfield, 1999; Bozack & Salvaggio, 2013). In a peer reviewed article, Husband (2014) described reading motivation and achievement with African American males using a multi-strategic framework focused on reading engagement for preschool to 5<sup>th</sup> graders. Reading engagement was defined as the level of cognitive involvement during the reading process (Guthrie & Wigfield, 2000). Engaged readers were defined as those who are self-motivated and require little to no external motivation. Five factors that contribute to reading engagement were presented in the article: choice, real world connections, scaffolding, personal interests, and collaboration. Choice and real word connections were shown to significantly influence reading engagement in African American males during early childhood years. Husband (2014) suggests that African American males may be more engaged if texts connect with their personal interests. Collaboration, autonomy, and teacher support were also suggested to be important factors in increasing reading engagement.

In addition to the above study, culturally relevant texts may also increase engagement in African American males (Tatum, 2006). In a recent peer reviewed study Thomas (2019) discussed reading motivation and perceptions for upper elementary African American males. The author stated that culture influences their reading perceptions and engagement. The role of teachers was also discussed as educators have the ability to provide a classroom environment that is culturally relevant to learners.

Ford et al. (2019) researched reading motivation and engagement with gifted and talented elementary Black females, through the use of multicultural literature and

bibliotherapy. Bibliotherapy is defined as therapeutic reading that also allows for students to gain an understanding of individual identities and allows for an understanding of social and emotional needs. Through reading materials that gifted Black females can culturally connect with, Ford et al. (2019) states that self-efficacy increases as well as the students' motivation to read.

### **Reading Motivation and Latinx Students**

#### **Reading Profiles and Student Perceptions of Reading Motivation**

Quirk et al. (2020) conducted a research study on reading motivation profiles for Latinx adolescents. The purpose of the study was to address reading motivation patterns and profiles with Latinx high school students. Motivational profiles and their connection to student demographics and higher education desires were also examined. Two-hundred and fifty-four 9<sup>th</sup> grade Latinx students from a public high school in southern California participated in this study. One hundred and thirty-seven (54%) students were female, and 117 (46%) students identified as male. School demographics consisted of 71% percent Latinx students 9.4% African American students, and 6.9% Filipino students.

Four researcher-developed scales were assessed: importance, autonomy support, utility value, and identity. Four motivational patterns emerged from the data: high, high-practical, apathetic, and low reading motivation. Twenty-four percent of participants were characterized as having high reading motivation; 31% high practical reading motivation; 33% apathetic reading motivation; and 12% low reading motivation. The high reading motivation group showed higher scores for reading across all four researcher-developed scales. Students identified reading as something that was important to them and connected to their identity. Low motivation students identified reading as less important to their identity and they were less likely to care about independent reading. Apathetic students neither identified as positive nor negative with the reading

motivation questions. The high practical profile group contained responses that resembled the apathetic group on some items, such as autonomy. Other responses from the high practical group resembled the high motivation group responses on items such as utility value. Participants who identified as female were more likely to identify with the high and high practical groups and males with the low motivation group.

### **Student Perceptions of Intrinsic and Extrinsic Motivation**

In the Unrau & Schlackman (2006) study, intrinsic and extrinsic motivation, and their effects on the reading achievement of urban middle school students was examined between Latinx and Asian students. Sixth through 8<sup>th</sup> grade students from an urban middle school in California participated in the study. The school population consisted of 75% Latinx students with origins from Mexico and Central America. Most students were first and second generation. The *Motivations for Reading Questionnaire* (MRQ) was used to measure reading motivation. The Gates-MacGinitie Reading Test was used to measure reading achievement. Data was collected over the course of two years. Each student was administered both the *MRQ* and *The Gates-MacGinitie Reading Test* for year 1 (Grades 6 and Grade 7) and year 2 (Grade 7 and Grade 8). The researchers used structural equation models (SEMs) to produce statistically significant results for multiple groups.

Results showed that intrinsic motivation was positively correlated with reading achievement for Asian students, but not for Latinx students. For Latinx students, neither intrinsic nor extrinsic motivation had a significant and direct effect on reading achievement. Overtime, Latinx students showed a decline in both intrinsic and extrinsic motivation, while for Asian students only intrinsic motivation declined. For Latinx and Asian females, there was a positive direct effect on extrinsic motivation and involvement and a negative effect on competition. Latinx females had a positive and direct effect on the social scale.

### **Student Perceptions of Reading Value and Self Efficacy**

Chiu & Chow (2010), Parker et al. (2018), and Quirk et al. (2020) discuss how additional research is needed in studying gender and reading motivation across cultural groups. In response to low test score concerns, Barry (2013) assessed a reader's self-concept and value of reading for 8<sup>th</sup> grade students in an urban district in Washington, D.C. The *Adolescent Motivation to Read Profile Reading Survey* (AMRP) was used to assess motivation through a reading survey and conversational interview. One hundred and forty-eight students completed the survey. The students identified as White (45%). Multi-racial (26%) and Latinx (17%).

Results differed on the self-concept subscale with 69% of Latinx females and 65% of Latinx males showing a positive correlation, in comparison to 76% of White females and 82% of White males. For value of reading, 58% of Latinx females and 49% of Latinx males valued reading in comparison to 65% of white females and 61% of white males. Data also showed that both Latinx males and females valued reading less than any other subgroup, and that Latinx males had the lowest overall average in self-concept.

### **Reading Motivation between African American and Latinx Students**

#### **Fluctuations in Student Reading Motivation**

Ethnic identity plays an important role in student reading motivation and can also influence adolescent self-perceptions (Booth et al., 2017). However, few studies exist examining reading motivation with adolescents, and with a focus on African American and Latinx students (McGeown et al., 2015, Quirk et al., 2020, Unrau & Schlackman, 2006). Neugebauer and Gilmour (2020) conducted a research study examining fluctuations in reading motivation across content areas. One hundred and sixty-one students from three urban parochial schools participated in the study. Fifty-one percent of the students identified as African American and 45% of the students identified as Latinx.



Habitual reading motivation was measured using the *Motivations for Reading Questionnaire* (MRQ). Content based reading motivation was measured using the Dynamic Reading Motivation Measure (DRMM). Classroom observations were also used to assess reading fluctuation.

The MRQ was administered once at the beginning of the school year. The DRMM was administered at the end of each class period and over a course of three days. This study was guided by the self-determination theory which is a framework that includes three fundamental intrinsic motivators: autonomy, competence, and relatedness. Results of the study showed environmental factors to have an influence on habitual reading motivation. In addition, student reading motivation fluctuations were connected to the self-determination theory, especially as it related to how students interact with texts across content levels.

### **Summary of Findings**

The above studies show several ways reading motivation is assessed and researched with adolescents. Reading motivation is shown to have a positive correlation to reading comprehension, although not necessarily with performance on state standardized tests. Reading profiles may be beneficial in understanding reading motivation and student reading perceptions in adolescents. Reading profiles can be used to address different dimensions of reading motivation such as intrinsic and extrinsic motivation, self-efficacy, reading value, and reading avoidance. Studying undermining and affirming reading motivations might also benefit research when assessing reading motivation as it relates to print and digital sources.

Research literature also addressed African American reading perceptions, but due to a gap in research, only elementary students are represented. Data from the Guthrie, Coddington, & Wigfield (2009) study show reading avoidance to negatively influence

reading comprehension for African American students. Reading self-efficacy was shown to have a positive correlation for African American students. Other studies suggested culturally relevant text to be influential in raising student engagement and motivation.

Latinx reading perceptions, as it relates to reading motivation, were also addressed in this section. Reading profiles were used to address reading motivation patterns. In the Unrau & Schlackman (2006) study, Latinx students were shown to neither be influenced by intrinsic nor extrinsic reading motivation. The Barry (2013) study showed Latinx students to have less of a positive correlation between self-concept and value of reading than their White peers.

Few research studies exist examining reading motivation in adolescents and underrepresented groups (McGeown et al., 2015, Quirk et al., 2020, Unrau & Schlackman, 2006). The Neugebauer and Gilmour (2020) study examined fluctuations in reading motivation across content areas. The study was guided by the self-determination theory and student interactions with texts across content levels. Fluctuations in reading motivation were shown to be influenced by environmental factors.

### **Theoretical Framework**

The Self-Determination Theory (SDT) will guide this study. Ryan & Deci (2000) describe SDT as “an approach to human motivation and personality that uses traditional empirical methods while employing an organismic metatheory that highlights the importance of humans' evolved inner resources for personality development and behavioral self-regulation” (Ryan, Kuhl, & Deci, 1997, p 68). SDT is focused on three needs: relatedness, competence, and autonomy. Self-determination theory is also focused on three types of motivation: Amotivation, Extrinsic Motivation and Intrinsic Motivation. Each motivational construct is placed on a continuum explaining its relevance, with

amotivation being on the far left, followed by extrinsic motivation, and lastly, intrinsic motivation (Ryan & Deci, 2000).

Amotivation is the unwillingness to commit or act. Amotivated individuals either do not place value on the activity (Ryan, 1995), do not feel competent in completing the activity (Bandura, 1986), or do not expect the activity to yield a desired result (Seligman, 1975). Extrinsic motivation involves performing an activity in order to receive something and it is in-between amotivation and intrinsic motivation on the continuum. Those who are extrinsically motivated are least autonomous and are externally regulated by reward or an external demand. Intrinsic motivation refers to completing an activity for the satisfaction of one's self and is the most autonomous of the motivation types. Intrinsically motivated individuals are internally regulated and do not complete a task for a specific outcome (Ryan & Deci, 2000).

### **Conclusion**

This chapter contained a review of literature that pertains to the purpose of this study, which is to examine the influence of reading motivation on African American and Latinx high school students' reading perceptions. Key constructs were discussed in this chapter such as reading motivation in adolescents, and African American and Latinx student reading perceptions. Chapter III will discuss the methodological aspects of this study and will address the research problem, operationalization of theoretical constructs, research purpose, questions, research design, population and sampling selection, instrumentation to be used, data collection procedures, data analysis, privacy and ethical considerations, and the limitations to the research design.

### CHAPTER III: METHODOLOGY

The purpose of this study was to examine the influence of reading motivation on African American and Latinx high school students' reading perceptions between genders and across grade levels. Survey and interview data from a purposeful sample of 9<sup>th</sup> through 11<sup>th</sup> graders from three large urban high schools in southeastern Texas, were collected and analyzed in this mixed methods study. Quantitative data were collected using the *Motivations for Reading Questionnaire* (MRQ) and analyzed using frequencies and percentages. Qualitative data were collected and analyzed using the conversational interview section of the *Adolescent Motivation to Read Profile* (AMRP). This chapter presents an overview of the research problem, theoretical constructs, research purpose and questions, research design, population and sampling selection, instrumentation used, data collection procedures, data analysis, privacy and ethical considerations, and the research design limitations of the study.

#### **Overview of the Research Problem**

Two-thirds of American 8<sup>th</sup> graders cannot comprehend or read text at a proficient level (NAEP, 2018). In addition, African Americans and Latinxs are more likely to enter high school with literacy skills three years behind White students (Reardon et al., 2012). Reading skills are essential for the academic progress and success of adolescent students, as the content of materials taught and used for study are usually text-based (McGeown et al., 2015). Neugebauer (2017) further explains that as adolescents engage with more complex texts across content areas, they encounter higher levels of literacy expectations than elementary students. In addition, as adolescents advance and transition from learning to read, to reading to learn, they learn about the world, encounter complicated concepts

and sentence structures, and are less likely to have prior knowledge of content materials (Goldman, Snow, & Vaughn, 2016).

Low literacy and reading skill deficits can negatively influence adolescents with completing and receiving high school credentials. Students and adults who have poor reading skills compose a large number of the high school dropouts, unemployed and those who are incarcerated (Reschly, 2010). Motivation could be a key component for improving low reading levels in adolescent readers (Troyer, 2017). Research has shown motivation to be reciprocally related to reading attainment as well as an indicator of reading performance (McGeown et al., 2015).

In addition, a gap in reading motivation research exists with adolescents (McGowen et al., 2015). The Conradi et al. (2014) conceptional review of reading motivation literature showed a lack of research studies on reading motivation for adolescent high school students. Twenty-seven percent of peer-reviewed research articles on reading motivation focused on primary grade levels and 65% percent of research focused on adolescents between fourth through twelfth grades. However, of the 65%, only 8% of the studies researched high school aged adolescents, while the remaining percentage focused on late elementary and middle school students. This study examined student reading perception of reading motivation for African American and Latinx high school students across grade levels and between genders.

### **Operationalization of Theoretical Constructs**

The study consisted of two constructs: (a) reading motivation and (b) student reading perceptions. Reading motivation is a multidimensional construct (Schiefele et al., 2012) and is defined as a person's goals, values, and beliefs towards reading (Guthrie & Wigfield, 2000). Self-perceptions of reading motivation were assessed using the following categories: reading efficacy, intrinsic motivation, extrinsic motivation and

social reasons for reading (Hodges et al., 2016). Student reading perceptions are defined as a student's viewpoint or belief of reading (Johns, 1984). Reading perceptions were determined by student responses to each of the reading motivation subcategories. Reading motivation and students' reading perceptions were measured using the *Motivations for Reading Questionnaire* (MRQ).

### **Research Purpose and Questions**

The purpose of this study was to examine the influence of reading motivation on African American and Latinx high school students' reading perceptions between genders and across grade levels. The following research questions guided this study.

1. To what extent does reading motivation influence African American high school students' reading perceptions across grade levels and between genders?
2. To what extent does reading motivation influence Latinx high school students' reading perceptions across grade levels and between genders?
3. To what extent does reading motivation influence student reading perceptions between African American and Latinx high school students across grade levels and between genders?
4. How does reading motivation influence the value of reading in African American and Latinx high school students across grade levels and between genders?
5. How does reading motivation influence self-concepts of reading in African American and Latinx high school students across grade levels and between genders?

### **Research Design**

The researcher used a mixed-methods design (QUAN→qual). This design consisted of two phases: quantitative and qualitative. The combination of both quantitative and qualitative research allowed for a more thoroughly conducted

exploration of the research questions. A purposeful sample of 9<sup>th</sup> through 11<sup>th</sup> grade African American and Latinx students from a large urban school district in southeastern Texas were solicited to complete the *Motivations for Reading Questionnaire* (MRQ). In addition, interview sessions were conducted using the *Adolescent Motivation to Read Profile* (AMRP) conversation interview questions. Quantitative data were analyzed using frequencies and percentages. Qualitative data were analyzed using deductive coding and inductive coding. Deductive coding is the process of analyzing data with a “coding template in mind, and data are organized according to an existing, though alterable structure” (Finfgeld-Connett, 2014, p. 342). Finfgeld-Connett (2014) explains that with inductive coding, data is gathered, and inferences are made to organize the data into themes.

### **Population and Sample**

The population of this study consisted of three urban high schools from a large district in southeastern Texas. This school district is composed of 280 campuses, employs 11,283 teachers, and has a student population of 209,309 students. Table 3.1 provides the student district demographic data. Of the district population, 103,471 (49.4%) of students are female and 105,838 (50.6%) of students are male. As it relates to the race/ethnicity population, approximately 87.0% of students identify as either Latinx or African American with 130,565 (62.4%) identifying as Latinx, and 47,579 (22.7%) identifying as African American. The remainder of the population consists of 19,169 (9.2%) of students who identify as White, and 8,722 (4.2%) students who identify as Asian. A small percentage of students identify as American Indian (.2%, n = 431) and 141 (0.1%) of students identify as Pacific Islander.

Table 3.1

*District Student Demographics 2019 - 2020*

Students	Frequency (n)	Percentage (%)
Male	105,838	50.6
Female	103,471	49.4
African American	47,579	22.7
Hispanic or Latino	130,565	62.4
White	19,169	9.2
American Indian	431	0.2
Asian	8,722	4.2
Pacific Islander	141	0.1
Two or more races	2,702	1.3
Economically Disadvantaged	165,888	79.3
English Language Learners	71,156	34.0
Special Education	16,559	7.9
Bilingual/ESL Education	72,284	34.5
Career & Technical Education	44,743	21.4
Gifted & Talented Education	32,412	15.5

A purposeful sample of African American and Latinx students from the 9<sup>th</sup> through 11<sup>th</sup> grades were selected for this study from three high schools in Texas. High school site 1 is located in southeast Texas and employs a total of 92 teachers and has a student population of 1,777. Data from Table 3.2 shows that over half of the student population is enrolled in 9<sup>th</sup> and 10<sup>th</sup> grades. In addition, over half of the student population is male. Latinx students make up 61.8% of the school's race/ethnicity demographics at site one. African American students are the second highest race/ethnicity population with 36.3%.



Table 3.2

*High School Site 1 Student Demographics 2019 - 2020*

Students	Frequency (n)	Percentage (%)
Male	968	54.5
Female	809	45.5
African American	645	36.3
Latinx	1,098	61.8
White	14	0.8
American Indian	1	0.1
Asian/Pacific Islander	9	0.5
Pacific Islander	2	0.1
Two or More Races	8	0.5
Economically Disadvantaged	1,521	85.6
Grade 9	631	35.5
Grade 10	436	24.5
Grade 11	376	21.2
Grade 12	334	18.8

High school 2 is located in southeast Texas and employs a total of 48 teachers, with a population of 747 students. The majority of the student population is enrolled in 9<sup>th</sup> and 10<sup>th</sup> grades. Over half of the student population is male. Latinx students make up 76.8% of the school's race/ethnicity demographics (see Table 3.3).

Table 3.3

*High School Site 2 Student Demographics 2019 - 2020*

Students	Frequency (n)	Percentage (%)
Male	406	54.4
Female	341	45.6
African American	148	19.8
Latinx	574	76.8
White	15	2.0
American Indian	1	0.1
Asian/Pacific Islander	3	0.4
Pacific Islander	1	0.1
Two or More Races	5	.07
Economically Disadvantaged	716	95.9
Grade 9	236	31.6
Grade 10	178	23.8
Grade 11	178	23.8
Grade 12	155	20.7

High school site 3 employs a total of 62 teachers, with a population of 1,123 students. The majority of the student population is enrolled in 9<sup>th</sup> and 10<sup>th</sup> grades. Over half of the student population is male. Latinx students make up 80.4% of the school's ethnicity demographics (see Table 3.4).

Table 3.4

*High School Site 3 Student Demographics 2019 - 2020*

Students	Frequency (n)	Percentage (%)
Male	593	52.8
Female	530	47.2
African American	188	16.7
Latinx	903	80.4
White	20	1.8
American Indian	2	0.2
Asian/Pacific Islander	7	0.6
Pacific Islander	0	0
Two or More Races	3	0.3
Economically Disadvantaged	1,075	95.7
Grade 9	411	36.6
Grade 10	271	24.1
Grade 11	235	20.9
Grade 12	206	18.3

**Qualitative Participant Selection**

A purposeful sample of eight students were chosen to participate in the qualitative portion of this research study. Of the eight, four students were male. Two of the male students were 9<sup>th</sup> graders, one identifying as African American and the other Latinx; one male student was a Latinx 10<sup>th</sup> grader, and one male student was an African American 11<sup>th</sup> grader. Four of the 8 students were female. Two of the females were 9<sup>th</sup> graders, one identifying as African American and the other Latinx. Two of the females were 11<sup>th</sup> graders, one identifying as African American and the other Latinx.

## **Instrumentation**

### **Motivations for Reading Questionnaire**

The *Motivations for Reading Questionnaire* (MRQ) was used for the quantitative portion of this study. The MRQ, a survey created by Wigfield and Guthrie (1995), assesses student reading motivation. The original MRQ contained measured 8-dimensions of motivation with 11 subscales and 82 items. The MRQ measures student motivation using eight dimensions of reading motivation: (a) challenge, (b) curiosity, (c) involvement, (d) competition, (e) recognition, (f) grades, (g) compliance, and (h) social. The revised MRQ (Wigfield & Guthrie, 1997) is condensed and builds on the 8-dimensions and contains 11 subscales and 53-items for measuring reading motivation: (a) Reading Efficacy, (b) Reading Challenge, (c) Reading Curiosity, (d) Reading Involvement, (e) Importance of Reading, (f) Reading Work Avoidance, (g) Competition in Reading, (h) Recognition for Reading, (i) Reading for Grades, (j) Social Reasons for Reading, and (k) Compliance, using a 4-point Likert scale (1 = Very Different from Me, 2 = A little Different from Me, 3 = A Little Like Me, 4 = A Lot Like Me) (Guthrie, 2010).

The revised version of the MRQ, as shown in Appendix A, was used for this study (see Table 3.5 and Table 3.6). Validity and reliability were tested on internal structure using confirmatory factor analysis (Baker & Wigfield, 1999; Unrau & Schlackman, 2006; Wigfield & Guthrie, 1997). Using confirmatory factor analysis (CFA), Baker and Wigfield (1999) tested the relationship between MRQ items and their dimensions. Results showed five of the MRQ dimensions to have a reliability of .70 or greater: Challenge (.72), Importance (.76), Recognition (.74), Competition (.72), and Social Reasons (.75). Additional dimensions were close to .70 reliability: Self-efficacy

(.66), Curiosity (.69), Involvement (.66), Grades (.68), and Compliance (.68). Work avoidance (.55) showed to have the lowest reliability.

Table 3.5

*Scale Descriptions and Sample Items for each MRQ Scale*

Scale	Description	Item Number on the MRQ
Reading Efficacy	The belief that one can be successful at reading	1, 2, 3
Reading Challenge	The satisfaction of mastering or assimilating complex ideas in text	4, 5, 6, 7, 8
Reading Curiosity	The desire to learn about a particular topic of interest to the child	9, 10, 11, 12, 13, 14
Reading Involvement	The enjoyment of experiencing different kinds of literary or informational texts	15, 16, 17, 18, 19, 20
Importance of Reading	Aspect taken from Eccles' and Wigfield's work on subjective task values	21, 22
Reading Work Avoidance	What students say they do not like about reading	23, 24, 25, 26

Competition in Reading	The desire to outperform others in reading	27, 28, 29, 30, 31, 32
Recognition for Reading	The gratification in receiving a tangible form of recognition for success in reading	33, 34, 35, 36, 37
Reading for Grades	The desire to be evaluated favorably by the teacher	38, 39, 40, 41
Social Reasons for Reading	The proves of sharing the meaning gained from reading with friend and family	42, 43, 44, 45, 46, 47, 48
Compliance	Reading because of an external goal or requirement	49, 50, 51, 52, 53

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Table 3.6

*Descriptions of the MRQ subscales*

Scale	Description	Sample Item
Reading Efficacy	The belief that one can be successful at reading	I am a good reader
Reading Challenge	The satisfaction of mastering or assimilating complex ideas in text	I like hard, challenging books
Reading Curiosity	The desire to learn about a particular topic of interest to the child	I have favorite subjects that I like to read about
Reading Involvement	The enjoyment of experiencing different kinds of literary or informational texts	I make pictures in my mind when I read
Competition in Reading	The desire to outperform others in reading	I try to get more answers right than my friends
Recognition for Reading	The gratification in receiving a tangible form of recognition for success in reading	I like to get compliments for my reading
Reading for Grades	The desire to be evaluated favorably by the teacher	I read to improve my grades
Compliance	Reading because of an external goal or requirement of recognition for success in reading	I always try to finish my reading on time

**Adolescent Motivation for Reading Profile**

The conversational interview section of the *Adolescent Motivation to Read Profile* (AMRP) was used for the qualitative portion of this study. The AMRP, created by Pitcher et al. (2007), assesses student self-concepts as readers and student values of reading. The AMRP is a revised version of Gambrell et al. (1996) *Motivation to Read Profile* which appealed to elementary students. The revised version, the AMRP, was designed to appeal to adolescents and contains a 20-item multiple choice reading survey and 14 scripted

conversational interview prompts and questions (Pitcher et al., 2007). For the purpose of the qualitative portion of this study, only the conversational interview section was used to assess student self-concepts as readers and students' value of reading (see Appendix B).

### **Data Collection Procedures**

#### **Quantitative**

Prior to data collection, the researcher gained approval from the participating district's Institutional Review Board (IRB), participating sites, and from the University of Houston-Clear Lake's (UHCL's) Committee for Protection of Human Subjects (CPHS). The researcher was also granted permission to administer the survey by the authors of the survey (see Appendix D). The purpose of the study, voluntary participation, timeframe for completing the survey, as well as ethical and confidentiality considerations were communicated to parents, teachers, administrators, and students via Microsoft Teams, phone calls, and the District's information PowerUp: HUB.

Parent consent and student assent letters, written in English and translated in Spanish, were distributed by the researcher and participating classroom teachers (see Appendix C). Letters were signed by parents and students prior to administering the MRQ. The consent/assent letters stated that participation is voluntary, and students can stop at any time. Letters also stated the approximate timeline to complete the survey (30 min) and that all demographic information will remain confidential.

Administration of the survey was at a designated time agreed upon by participating teachers, administrators, and students at each site. Once agreed upon, campus teachers and administrators were notified of the survey via email, phone call, or through the Microsoft Teams application. The survey was administered over the course of a year. The first round of surveys were administered during the first school semester (August – January) of 2020 via SurveyMonkey. Then, due to the rise of the COVID-19



pandemic, administration paused. The final round of surveys was taken during the first school semester (August – January) of 2021 via SurveyMonkey.

Participating teachers and the researcher provided students with the SurveyMonkey link via Microsoft Teams or through email. The first round of survey participants completed the survey under my facilitation, as the researcher. The second round of survey administration was completed by student participants under the facilitation of the participating teacher. For reference, an electronic copy of the MRQ was provided for participants and participating teachers prior to test administration, if requested. The researcher collected all responses and transferred data into a password protected excel spreadsheet and into the quantitative research software IBM SPSS. After all surveys were collected, data input was completed within 60 days of the last collected survey. Materials were placed in a locked filing cabinet and will be discarded after five years, following CPHS and district guidelines.

### **Qualitative**

Student motivation and achievement was further examined through interviews, using the *Adolescent Motivation to Read Profile* (AMRP) conversational interview questions. The researcher was granted permission to administer the conversational interview questions by the publisher (see Appendix E). The interviews contained open-ended, scripted questions that assessed students' experiences, attitudes, and motivation towards narrative, informational and general reading. A purposeful sample of eight students were selected to participate in conversational interviews. To ensure students were represented from each gender and race and ethnicity, four of the students were male with two identifying as African American, and two identifying as Latinx. Four of the students were female with two identifying as African American, and two identifying as Latinx. Students were currently enrolled in English classes for 9th -11th grades. A master

schedule was created by the researcher and contained the interview times for each student. The schedule was shared with participating teachers and students at the high school sites. Interviews took place in person, or virtually using Microsoft Teams. Each session lasted approximately 20 - 25 minutes. The researcher transcribed student responses electronically using the Microsoft Word dictate feature. In addition, the researcher maintained a field notebook, keeping clarifying notes on the interview responses. Interview sessions were recorded for accuracy of transcriptions. Data were stored in a password protected folder and locked Microsoft Word file and will be discarded after five years.

## **Data Analysis**

### **Quantitative**

Quantitative data were analyzed using IBM SPSS. Research question one was measured using frequencies and percentages in order to determine student reading perceptions of MRQ reading motivation categories for African American high school students across grade levels and between genders. Research question two was measured using frequencies and percentages, in order to determine student reading perceptions of MRQ reading motivation categories for Latinx high school students across grade levels and between genders. Research question three was also measured using frequencies and percentages, in order to determine and compare student reading perceptions of MRQ reading motivation categories, between African American and Latinx high school students, across grade levels and between genders. Independent variables were the race/ethnicity of participants. African American and Latinx race/ethnicity was divided into two categories: (a) race/ethnicity and grade level, and (b) race/ethnicity and gender. The dependent variables: student scores on questions for intrinsic motivation, extrinsic motivation, self-efficacy, and social reasons for reading; was continuous.

## **Qualitative**

Following quantitative data analysis, qualitative data were analyzed using a deductive to inductive coding process based on responses to the conversational interview questions from the AMRP. Research question four was analyzed in order to assess how reading motivation influenced reading value in African American and Latinx students across grade levels and between genders. Research question five was analyzed in order to assess how reading motivation influences the self-concepts of reading in African American and Latinx high school students across grade levels and between genders. Data were entered into a password protected Microsoft Word file. Coding was used to identify themes and patterns in reading motivation. Once themes were identified, sub themes were also identified using cluster analysis. The open-ended questions from the conversational interview allowed for a more in-depth study examining the constructs of reading motivation and achievement.

### **Qualitative Validity**

Qualitative data were established by triangulation through comparing data obtained from individual student responses to the conversational interview questions. Interview questions addressed students' self-concepts and values of reading. Interview responses were compared and analyzed by gender, grade level, and race/ethnicity. In addition, students' self-concepts and values of reading were assessed and aligned to quantitative data in order to show clarity and provide a thorough understanding of student responses. Interview responses were also member checked. Student participants had the opportunity to review an electronic version of responses and transcriptions collected during interview sessions, to confirm validity of responses.

### **Researcher Identity**

Over the course of ten years, I have taught high school English and Reading courses in urban school districts, across the United States, with historically underrepresented students. At the time of this research study, I was working as a high school English teacher. From my experiences, I often witnessed students enter the classroom two or more reading levels behind their current grade and lacking fundamental reading skills. Many students would disengage in a lesson that involved reading and some would express feelings of doubt in completing the assigned reading task.

As a high school English teacher, I have beliefs on the influence of reading motivation on underrepresented students, and have experienced varied levels of reading motivation between African American and Latinx students across grade levels and between genders. In order to minimize and remove biases that may have developed from my teaching experience, I first acknowledged my personal biases and maintained a reflective journal adjacent to my electronic interview transcript during the interview and for each interview session. As students answer questions, I noted any personal opinions that arose, practiced self-reflection, and focused on what the participants were expressing rather than my personal beliefs. In addition, I began interviews with an objective mindset and with an understanding that every student had his or her own views towards self-concept and values of reading. Although the AMRP conversational interview questions were scripted, I asked clarifying and probing questions, if needed, and maintained my focus on data and not personal opinions. I also answered and recorded any questions or comments from the participant.

### **Privacy and Ethical Considerations**

Prior to data collection, the researcher gained approval from the participating district's Institutional Review Board (IRB), participating site, and from the University of

Houston-Clear Lake's (UHCL's) Committee for Protection of Human Subjects (CPHS). The researcher asked for written approval for the use of the pre-existing surveys used in this study. Participants of this study were provided with detailed information pertaining to the purpose of the study and survey used. Parent consent and student assent forms were collected from participants prior to collecting any survey data. The data collected will remain securely locked and the researcher will maintain the data for five years as required by the CPHS guidelines. All data files will be destroyed after the deadline.

### **Research Design Limitations**

The research design had several limitations. First, this study was conducted during the world-wide pandemic of COVID-19. Many students missed countless hours of face-to-face instructional time. Given that empirical evidence has shown that teachers can influence student reading motivation (De Naeghel et al., 2014), lack of instructional time may have impacted the responses of the students. Secondly, due to the COVID-19 pandemic and maintaining social distancing guidelines, access to students was limited and students were often shifted between classroom teachers. As a result, some of the participating students were the researcher's current students. The researcher did not administer the quantitative survey if the participant was a current student. The participating teacher administered the survey. For qualitative students, if the student was a current student, the researcher thoroughly reiterated that participation was voluntary, and that participation was solely for the purposes of the research study, and educational community, and was not connected to any numerical grade or class credit. Students were not penalized if they chose to withdraw or not participate.

Thirdly, due to the COVID-19 pandemic, several of the survey responses and interviews were completed virtually. Technical difficulties or background environment distractions interfered with the data collection process and questions or responses were

repeated for clarity. In addition, receiving survey responses was delayed due to facilitation of the survey from a student's home rather than in a physical classroom setting. Students who participated from home were still monitored by the participating teacher and the researcher was available for questions. Lastly, while taking the questionnaire, students were not provided with a hard copy of the MRQ due to district and school sanitation guidelines, an electronic copy was provided, by request.

### **Conclusion**

The purpose of this study was to examine the influence of reading motivation on African American and Latinx high school students' reading perceptions between genders and across grade levels. This chapter identified the need to further examine student reading perceptions of reading motivation for African American and Latinx adolescent students. Both quantitative and qualitative data was used this study. Chapter IV will further analyze and discuss data from Chapter III.

## CHAPTER IV:

### RESULTS

The purpose of this study was to examine the influence of reading motivation on African American and Latinx high school students' reading perceptions between genders and across grade levels. This chapter presents quantitative and qualitative data analysis and findings. Participants' demographics are presented in Table 4.1, followed by data analysis for each of the five research questions (RQ). Quantitative data is addressed in RQ 1, RQ 2, and RQ 3. Qualitative data is addressed in RQ 4 and RQ 5. The chapter will conclude with a summary of the findings.

#### **Participant Demographics**

One hundred eight parents consented, and 108 students assented to participating in this research study. Of the 108 students, six students voluntarily decided not to participate therefore 102 students completed the *Motivations for Reading Questionnaire* (MRQ). Of the 102 students, three student responses were removed for various reasons: two students because the students identified as 12th graders; this study focused on 9<sup>th</sup> – 11<sup>th</sup> grades, and one student who identified as White; this study focused on African American and Latinx students. As a result, 99 student responses were included in the final analysis. Based on the demographic data obtained from the survey, 37 students indicated they were male (37.4%), and 62 students indicated they were female (62.6%), 35 (35.4%) identified as African American and 64 (64.6%) as Latinx. Fifty-two (52.5%) of the students indicated they were 9<sup>th</sup> graders, 29 (29.3%) 10<sup>th</sup> graders, and 18 (18.2%) were 11<sup>th</sup> graders. Table 4.1 provides detailed information on student demographics.

Table 4.1

*Student Participant Demographics*

	All (%)	Grade 9 (%)	Grade 10 (%)	Grade 11 (%)
Total Students	100.0 (n = 99)	52.5 (n = 52)	29.3 (n = 29)	18.2 (n = 18)
Male	37.4 (n = 37)	30.8 (n = 16)	37.9 (n = 11)	55.6 (n = 10)
Female	62.6 (n = 62)	69.2 (n = 36)	62.1 (n = 18)	44.4 (n = 8)
AA	35.4 (n = 35)	32.7 (n = 17)	34.5 (n = 10)	44.4 (n = 8)
Latinx	64.6 (n = 64)	67.3 (n = 35)	65.5 (n = 19)	55.6 (n = 10)
AA Male	12.1 (n = 12)	7.7 (n = 4)	6.9 (n = 2)	33.3 (n = 6)
AA Female	23.2 (n = 23)	25.0 (n = 13)	27.6 (n = 8)	11.1 (n = 2)
Latinx Male	25.3 (n = 25)	23.1 (n = 12)	31.0 (n = 9)	22.2 (n = 4)
Latinx Female	39.4 (n = 39)	44.2 (n = 23)	34.5 (n = 10)	33.3 (n = 6)

**Research Question One**

Research question one, To what extent does reading motivation influence African American high school students' reading perceptions across grade levels and between genders?, was measured using frequencies and percentages. The Motivations for Reading Questionnaire (MRQ) was used to assess student responses to four reading motivation categories: Reading Efficacy, Intrinsic Motivation, Extrinsic Motivation, and Social Reasons for Reading. Each of the four reading motivation categories consisted of several subcategories: Reading Efficacy: Reading Efficacy, Reading Challenge; Intrinsic Motivation: Reading Curiosity, Importance of Reading, Reading Involvement; Extrinsic Motivation: Recognition for Grades, Reading for Grades; and Social Reasons for Reading: Social Reasons, Compliance, Competition, Reading Work Avoidance. Using a



4-point Likert scale (Very Different from Me, A Little Different from Me, A Little Like Me, A Lot Like Me), African American male and female student responses were analyzed. The higher the score on the Likert scale, the stronger the endorsement of the item (Guthrie, McGough, & Wigfield, 1994).

### **Reading Efficacy by Gender**

**African American males.** Ninth through eleventh grade African American (AA) male responses were analyzed for reading efficacy. Students selected (91.7%) *Like Me*, when answering item 7: I know that I will do well in reading next year. For survey item 15, which assessed self-perceptions of being a good reader, students chose (75.0%) *Like Me*. As it relates to item 21: I learn more from reading than most students in class, students selected (66.7%) *Like Me*.

Responses to the second subcategory of reading efficacy, reading challenge, were also analyzed. Students selected (58.3%) *Like Me* when answering item 2: I Like it when the questions in books make me think. Student perceptions opposing reading hard, challenging books, were indicated with students selecting (75.0%) *Different from Me*, for item 5. However, as it relates reading challenge and an interesting book or materials, students selected (83.3%) *Like Me*, for item 8: If a book is interesting, I don't care how hard it is to read it; and (83.3%) *Like Me* for item 20: If the project is interesting, I can read difficult material. Students selected (83.3%) *Like Me* for learning difficult things by reading.

**African American females.** Ninth through eleventh grade African American (AA) female responses were also analyzed in reading efficacy. Students selected (87.0%) *Like Me*, when answering item 7: I know that I will do well in reading next year. Students selected (87.0%) *Like Me* for survey item 15 which assessed self-perceptions of being a

good reader. As it relates to item 21: I learn more from reading than most students in class, students chose (82.6%) *Like Me*.

African American (AA) female responses to the second subcategory of reading efficacy, reading challenge, were analyzed. AA female students selected (87.0%) *Like Me* when answering item 2: I like it when the questions in books make me think. For item 5: I like hard, challenging books, students chose (65.2%) *Like Me*. As it relates to reading challenge and interest, students selected (73.9%) *Like Me* for item 8: If a book is interesting, I don't care how hard it is to read it; and (82.6%) *Like Me* for item 20: If the project is interesting, I can read difficult material. Students selected (73.9%) *Like Me* for learning difficult things by reading.

**Combined total responses and student comparison.** Reading efficacy consists of two subcategories: reading efficacy and reading challenge. Relating to the first subcategory, reading efficacy, the majority of both male and female students selected *Like Me*, for each of the three items. Combined total responses in reading efficacy, which includes all items, was (77.8%) *Like Me*, for males and (85.5%) *Like Me*, for females. In the second subcategory, the majority of both male and female students chose *Like Me*, for four out of the five items. Responses to item 5 indicated contrasting perceptions with male students selecting (75.0%) *Different from Me*, and female students selecting (65.2%) *Like Me*. Combined total responses in reading challenge, which includes all items, was (66.7%) *Like Me*, for males and (76.5%) *Like Me*, for females. Overall, African American 9<sup>th</sup>-11<sup>th</sup> grade males and females responded reading efficacy, which included all subcategories, with a combined total of (70.8%) *Like Me* for males, and (79.9%) *Like Me*, for females. Tables 4.2 – 4.4 illustrate the frequencies and percentages of reading motivation perceptions on reading efficacy for African American students by gender.

Table 4.2

*Expanded Responses - Reading Efficacy Perceptions of 9<sup>th</sup> –11<sup>th</sup> grade African American (AA) Students by Gender (%)*

Survey Item		Very Different from Me	A Little Different from Me	A Little Like Me	A Lot Like Me
<b>A. Reading Efficacy</b>					
7. I know that I will do well in reading next year	AA	0.0	8.3	33.3	58.3
	Male	(n = 0)	(n = 1)	(n = 4)	(n = 7)
	AA	4.3	8.7	30.4	56.5
	Female	(n = 1)	(n = 2)	(n = 7)	(n = 13)
15. I Am a Good Reader	AA	16.7	8.3	25.0	50.0
	Male	(n = 2)	(n = 1)	(n = 3)	(n = 6)
	AA	4.3	8.7	43.5	43.5
	Female	(n = 1)	(n = 2)	(n = 10)	(n = 10)
21. I Learn More From Reading Than Most Students In The Class	AA	25.0	8.3	41.7	25.0
	Male	(n = 3)	(n = 1)	(n = 5)	(n = 3)
	AA	4.3	13.0	60.9	21.7
	Female	(n = 1)	(n = 3)	(n = 14)	(n = 5)
<b>B. Reading Challenge</b>					
2. I Like It When The Questions In Books Make Me Think	AA	8.3	33.3	16.7	41.7
	Male	(n = 1)	(n = 4)	(n = 2)	(n = 5)
	AA	0.0	13.0	52.2	34.8
	Female	(n = 0)	(n = 3)	(n = 12)	(n = 8)
5. I like hard challenging books	AA	25.0	50.0	16.7	8.3
	Male	(n = 3)	(n = 6)	(n = 2)	(n = 1)

	AA Female	13.0 (n = 3)	21.7 (n = 5)	39.1 (n = 9)	26.1 (n = 6)
8. If a book is interesting, I don't care how hard it is to read it	AA Male	0.0 (n = 0)	16.7 (n = 2)	41.7 (n = 5)	41.7 (n = 5)
	AA Female	4.3 (n = 1)	21.7 (n = 5)	30.4 (n = 7)	43.5 (n = 10)
16. I usually learn difficult things by reading	AA Male	16.7 (n = 2)	0.0 (n = 0)	25.0 (n = 3)	58.3 (n = 7)
	AA Female	4.3 (n = 1)	21.7 (n = 5)	26.1 (n = 6)	47.8 (n = 11)
20. If the project is interesting, I can read difficult material	AA Male	8.3 (n = 1)	8.3 (n = 1)	41.7 (n = 5)	41.7 (n = 5)
	AA Female	0.0 (n = 0)	17.4 (n = 4)	52.2 (n = 12)	30.4 (n = 7)

Table 4.3

*Collapsed Responses - Reading Efficacy Perceptions of 9<sup>th</sup> –11<sup>th</sup> grade African American (AA) Students by Gender (%)*

Survey Item		Different from Me	Like Me
A. Reading Efficacy			
7. I know that I will do well in reading next year	AA Male	8.3 (n = 1)	91.7 (n = 11)
	AA Female	13.0 (n = 3)	87.0 (n = 20)
15. I Am a Good Reader	AA Male	25.0 (n = 3)	75.0 (n = 9)
	AA Female	13.0 (n = 3)	87.0 (n = 20)

21. I Learn More from Reading Than Most Students In The Class	AA Male	33.3 (n = 4)	66.7 (n = 8)
	AA Female	17.4 (n = 4)	82.6 (n = 19)
B. Reading Challenge			
2. I Like It When the Questions In Books Make Me Think	AA Male	41.7 (n = 5)	58.3 (n = 7)
	AA Female	13.0 (n = 3)	87.0 (n = 20)
5. I like hard challenging books	AA Male	75.0 (n = 9)	25.0 (n = 3)
	AA Female	34.8 (n = 8)	65.2 (n = 15)
8. If a book is interesting, I don't care how hard it is to read it	AA Male	16.7 (n = 2)	83.3 (n = 10)
	AA Female	26.1 (n = 6)	73.9 (n = 17)
16. I usually learn difficult things by reading	AA Male	16.7 (n = 2)	83.3 (n = 10)
	AA Female	26.1 (n = 6)	73.9 (n = 17)
20. If the project is interesting, I can read difficult material	AA Male	16.7 (n = 2)	83.3 (n = 10)
	AA Female	17.4 (n = 4)	82.6 (n = 19)

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Table 4.4

*Collapsed Responses – Combined Total Responses of Reading Efficacy Perceptions in 9<sup>th</sup>–11<sup>th</sup> grade African American (AA) Students by Gender (%)*

Combined Survey Items		Different from Me	Like Me
A. Reading Efficacy (Questions 7, 15, 21)			
	AA Male	22.2 (n = 8)	77.8 (n = 28)
	AA Female	14.5 (n = 10)	85.5 (n = 59)
B. Reading Challenge (Questions 2, 5, 8, 16, 20)			
	AA Male	33.3 (n = 20)	66.7 (n = 40)
	AA Female	23.5 (n = 27)	76.5 (n = 88)
C. Reading Efficacy (Reading Efficacy and Reading Challenge)			
	AA Male	29.2 (n = 28)	70.8 (n = 68)
	AA Female	20.1 (n = 37)	79.9 (n = 147)

### Reading Efficacy by Grade Level

**Grade 9.** African American students in grade 9 selected (82.4%) *Like Me*, when answering item 7: I know that I will do well in reading next year. For survey item 15, which assessed self-perceptions of being a good reader, students chose (70.6%) *Like Me*. As it relates to item 21: I learn more from reading than most students in class, students selected (64.7%) *Like Me*.

Responses to the second subcategory of reading efficacy, reading challenge, were also analyzed. Ninth grade students selected (76.5%) *Like Me* when answering item 2: I Like it when the questions in books make me think. Student perceptions opposing reading hard, challenging books, were indicated with over half of students selecting (52.9%) *Like Me* for item 5. As it relates reading challenge and an interesting book or materials, students selected (58.8%) *Like Me*, for item 8: If a book is interesting, I don't care how hard it is to read it; and (76.5%) *Like Me* for item 20: If the project is interesting, I can read difficult material. Students selected (70.6 %) *Like Me* for learning difficult things by reading.

**Grade 10.** Grade 10 AA students selected (100.0%) *Like Me*, when answering item 7: I know that I will do well in reading next year. Students selected (90.0%) *Like Me* for survey item 15 which assessed self-perceptions of being a good reader. As it relates to item 21: I learn more from reading than most students in class, 10<sup>th</sup> grade students chose (90.0%) *Like Me*. Responses to the second subcategory of reading efficacy, reading challenge, were analyzed for 10<sup>th</sup> grade students. Students selected (90.0%) *Like Me* when answering item 2: I like it when the questions in books make me think. For item 5: I like hard, challenging books, students chose (60.0%) *Like Me*. As it relates to reading challenge and interest, students selected (90.0%) *Like Me* for item 8: If a book is interesting, I don't care how hard it is to read it; and (90.0%) *Like Me* for item 20: If the project is interesting, I can read difficult material. Students selected (80.0%) *Like Me* for learning difficult things by reading.

**Grade 11.** Grade 11 responses for African Americans were also analyzed in reading efficacy. Students selected (87.5%) *Like Me*, when answering item 7: I know that I will do well in reading next year. Students selected (100.0%) *Like Me* for survey item 15 which assessed self-perceptions of being a good reader. As it relates to item 21: I learn

more from reading than most students in class, over half of students chose (87.5%) *Like Me*.

Eleventh grade responses were analyzed in the second subcategory of reading efficacy, reading challenge. Grade 11 students selected (62.5%) *Like Me* when answering item 2: I like it when the questions in books make me think. For item 5: I like hard, challenging books, students chose (62.5%) *Different from Me*. However, as it relates to reading challenge and interest, students selected (100.0%) *Like Me* for item 8: If a book is interesting, I don't care how hard it is to read it; and (87.5%) *Like Me* for item 20: If the project is interesting, I can read difficult material. Students selected (87.5%) *Like Me* for learning difficult things by reading.

**Combined total responses and student comparisons.** Reading efficacy consists of two subcategories: reading efficacy and reading challenge. Relating to the first subcategory, reading efficacy, the majority of both all 9<sup>th</sup> – 11<sup>th</sup> grade students selected *Like Me*, for each of the three items. Combined total responses in reading efficacy, which includes all items, was (72.5%) *Like Me*, for 9<sup>th</sup> grade students, (93.3%) *Like Me* for 10<sup>th</sup> grade students, and (91.7%) *Like Me*, for 11<sup>th</sup> grade students. In the second subcategory, reading challenge, total responses, which includes all items, was (67.1%) *Like Me*, for 9<sup>th</sup> grade, 10<sup>th</sup> grade (82.0%) *Like Me*, and 11<sup>th</sup> grade (75.0%) *Like Me*. Eleventh grade student responses to item 5 indicated contrasting perceptions with students selecting (62.5%) *Different from Me*, in comparison to 9<sup>th</sup> grade students (52.9%) *Like Me* and 10<sup>th</sup> grade students (60.0%) *Like Me*. Overall, 9<sup>th</sup> – 11<sup>th</sup> grade students responded to reading efficacy, which includes all subcategories, with a combined response total of (69.1%) *Like Me* for 9<sup>th</sup> grade, 10<sup>th</sup> grade (86.2%) *Like Me*, and 11<sup>th</sup> grade (81.2%) *Like Me*. Tables 4.5 – 4.7 present data on reading motivation perceptions for reading efficacy with African American students, by grade level.



Table 4.5

*Expanded Responses - Reading Efficacy Perceptions of 9<sup>th</sup> –11<sup>th</sup> grade African American (AA) Students by Grade Level (%)*

Survey Item		Very Different from Me	A Little Different from Me	A Little Like Me	A Lot Like Me
A. Reading Efficacy					
7. I know that I will do well in reading next year	9 <sup>th</sup> Grade	5.9 (n = 1)	11.8 (n = 2)	47.1 (n = 8)	35.3 (n = 6)
	10 <sup>th</sup> Grade	0.0 (n = 0)	0.0 (n = 0)	20.0 (n = 2)	80.0 (n = 8)
	11 <sup>th</sup> Grade	0.0 (n = 0)	12.5 (n = 1)	12.5 (n = 1)	75.0 (n = 6)
15. I Am a Good Reader	9 <sup>th</sup> Grade	17.6 (n = 3)	11.8 (n = 2)	47.1 (n = 8)	23.5 (n = 4)
	10 <sup>th</sup> Grade	0.0 (n = 0)	10.0 (n = 1)	40.0 (n = 4)	50.0 (n = 5)
	11 <sup>th</sup> Grade	0.0 (n = 0)	0.0 (n = 0)	12.5 (n = 1)	87.5 (n = 7)
21. I Learn More From Reading Than Most Students In The Class	9 <sup>th</sup> Grade	11.8 (n = 2)	23.5 (n = 4)	58.8 (n = 10)	5.9 (n = 1)
	10 <sup>th</sup> Grade	10.0 (n = 1)	0.0 (n = 0)	50.0 (n = 5)	40.0 (n = 4)
	11 <sup>th</sup> Grade	12.5 (n = 1)	0.0 (n = 0)	50.0 (n = 4)	37.5 (n = 3)
B. Reading Challenge					
2. I Like It When The Questions In Books Make Me Think	9 <sup>th</sup> Grade	5.9 (n = 1)	17.6 (n = 3)	41.2 (n = 7)	35.3 (n = 6)

5. I like hard challenging books	10 <sup>th</sup> Grade	0.0 (n = 0)	10.0 (n = 1)	40.0 (n = 4)	50.0 (n = 5)
	11 <sup>th</sup> Grade	0.0 (n = 0)	37.5 (n = 3)	37.5 (n = 3)	25.0 (n = 2)
	9 <sup>th</sup> Grade	29.4 (n = 5)	17.6 (n = 3)	29.4 (n = 5)	23.5 (n = 4)
	10 <sup>th</sup> Grade	0.0 (n = 0)	40.0 (n = 4)	40.0 (n = 4)	20.0 (n = 2)
	11 <sup>th</sup> Grade	12.5 (n = 1)	50.0 (n = 4)	25.0 (n = 2)	12.5 (n = 1)
8. If a book is interesting I don't care how hard it is to read it	9 <sup>th</sup> Grade	5.9 (n = 1)	35.3 (n = 6)	29.4 (n = 5)	29.4 (n = 5)
	10 <sup>th</sup> Grade	0.0 (n = 0)	10.0 (n = 1)	40.0 (n = 4)	50.0 (n = 5)
	11 <sup>th</sup> Grade	0.0 (n = 0)	0.0 (n = 0)	37.5 (n = 3)	62.5 (n = 5)
16. I usually learn difficult things by reading	9 <sup>th</sup> Grade	11.8 (n = 2)	17.6 (n = 3)	29.4 (n = 5)	41.2 (n = 7)
	10 <sup>th</sup> Grade	10.0 (n = 1)	10.0 (n = 1)	20.0 (n = 2)	60.0 (n = 6)
	11 <sup>th</sup> Grade	0.0 (n = 0)	12.5 (n = 1)	25.0 (n = 2)	62.5 (n = 5)
20. If the project is interesting I can read difficult material	9 <sup>th</sup> Grade	5.9 (n = 1)	17.6 (n = 3)	47.1 (n = 8)	29.4 (n = 5)
	10 <sup>th</sup> Grade	0.0 (n = 0)	10.0 (n = 1)	60.0 (n = 6)	30.0 (n = 3)
	11 <sup>th</sup> Grade	0.0 (n = 0)	12.5 (n = 1)	37.5 (n = 3)	50.0 (n = 4)

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Table 4.6

*Collapsed Responses - Reading Efficacy Perceptions of 9<sup>th</sup> –11<sup>th</sup> grade African American (AA) Students by Grade Level (%)*

Survey Item		Different from Me	Like Me
A. Reading Efficacy			
7. I know that I will do well in reading next year	9 <sup>th</sup> Grade	17.6 (n = 3)	82.4 (n = 14)
	10 <sup>th</sup> Grade	0.0 (n = 0)	100.0 (n = 10)
	11 <sup>th</sup> Grade	12.5 (n = 1)	87.5 (n = 7)
15. I Am a Good Reader	9 <sup>th</sup> Grade	29.4 (n = 5)	70.6 (n = 12)
	10 <sup>th</sup> Grade	10.0 (n = 1)	90.0 (n = 9)
	11 <sup>th</sup> Grade	0.0 (n = 0)	100.0 (n = 8)
21. I Learn More From Reading Than Most Students In The Class	9 <sup>th</sup> Grade	35.3 (n = 6)	64.7 (n = 11)
	10 <sup>th</sup> Grade	10.0 (n = 1)	90.0 (n = 9)
	11 <sup>th</sup> Grade	12.5 (n = 1)	87.5 (n = 7)
B. Reading Challenge			
2. I Like It When The Questions In Books Make Me Think	9 <sup>th</sup> Grade	23.5 (n = 4)	76.5 (n = 13)
	10 <sup>th</sup> Grade	10.0 (n = 1)	90.0 (n = 9)

	11 <sup>th</sup> Grade	37.5 (n = 3)	62.5 (n = 5)
5. I like hard challenging books	9 <sup>th</sup> Grade	47.1 (n = 8)	52.9 (n = 9)
	10 <sup>th</sup> Grade	40.0 (n = 4)	60.0 (n = 6)
	11 <sup>th</sup> Grade	62.5 (n = 5)	37.5 (n = 3)
8. If a book is interesting I don't care how hard it is to read it	9 <sup>th</sup> Grade	41.2 (n = 7)	58.8 (n = 10)
	10 <sup>th</sup> Grade	10.0 (n = 1)	90.0 (n = 9)
	11 <sup>th</sup> Grade	0.0 (n = 0)	100.0 (n = 8)
16. I usually learn difficult things by reading	9 <sup>th</sup> Grade	29.4 (n = 5)	70.6 (n = 12)
	10 <sup>th</sup> Grade	20.0 (n = 2)	80.0 (n = 8)
	11 <sup>th</sup> Grade	12.5 (n = 1)	87.5 (n = 7)
20. If the project is interesting I can read difficult material	9 <sup>th</sup> Grade	23.5 (n = 4)	76.5 (n = 13)
	10 <sup>th</sup> Grade	10.0 (n = 1)	90.0 (n = 9)
	11 <sup>th</sup> Grade	12.5 (n = 1)	87.5 (n = 7)

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Table 4.7

*Collapsed Responses - Combined Total Responses of Reading Efficacy Perceptions in 9<sup>th</sup>–11<sup>th</sup> grade African American (AA) Students by Grade Level (%)*

Combined Survey Items		Different from Me	Like Me
<hr/>			
A. Reading Efficacy ( <i>Questions 7, 15, 21</i> )			
	9 <sup>th</sup> Grade	27.5 (n = 14)	72.5 (n = 37)
	10 <sup>th</sup> Grade	6.7 (n = 2)	93.3 (n = 28)
	11 <sup>th</sup> Grade	8.3 (n = 2)	91.7 (n = 22)
B. Reading Challenge ( <i>Questions 2, 5, 8, 16, 20</i> )			
	9 <sup>th</sup> Grade	32.9 (n = 28)	67.1 (n = 57)
	10 <sup>th</sup> Grade	18.0 (n = 9)	82.0 (n = 41)
	11 <sup>th</sup> Grade	25.0 (n = 10)	75.0 (n = 30)
C. Reading Efficacy (Reading Efficacy and Reading Challenge)			
	9 <sup>th</sup> Grade	30.9 (n = 42)	69.1 (n = 94)
	10 <sup>th</sup> Grade	13.8 (n = 11)	86.2 (n = 69)
	11 <sup>th</sup> Grade	18.8 (n = 12)	81.2 (n = 52)

## **Intrinsic Motivation by Gender**

**African American males.** Ninth through eleventh grade African American male responses were analyzed for reading curiosity, a subcategory of intrinsic motivation. As it relates to reading curiosity students selected (91.7%) *Like Me*, when answering item 4: If a teacher discusses something interesting, I might read more about it. All AA male students chose (100.0%) *Like Me* for survey item 10, which assessed reading in favorite subject areas. As it relates to item 19: I read to learn new information about topics that interest me, students selected (83.3%) *Like Me*. For item 25: I like to read about new things, students chose (75.0%) *Like Me*. AA male students responded with (66.7%) *Like Me* for reading about hobbies to learn more about them.

The second subcategory of intrinsic motivation, importance of reading, was also analyzed. AA male students selected (75.0%) *Like Me* when answering item 17: It is very important to me to be a good reader. Students chose (66.7%) *Like Me* for item 27: In comparison to other activities I do, it is very important to me to be a good reader.

The third subcategory of intrinsic motivation addressed reading involvement. AA male students who selected (75.0%) *Like Me* enjoy a long, involved story or fiction book. Students selected (83.3%) *Like Me* for making pictures in their minds while reading. AA students responded with (75.0%) *Like Me* for reading stories about fantasy and make believe, liking mysteries (83.3%) *Like Me*, and reading adventure stories (58.3%) *Like Me*. For item 35: I feel like I make friends with people in good books, student responses were equally divided between (50.0%) *Different from Me* and (50.0%) *Like Me*.

**African American female.** As it relates to reading curiosity, AA female students selected (82.6%) *Like Me*, when answering item 4: If a teacher discusses something interesting, I might read more about it. Students selected (60.9%) *Like Me* for survey item 10 which assessed reading in favorite subject areas. As it relates to item 19: I read to

learn new information about topics that interest me, students chose (82.6%) *Like Me*. For item 25: I like to read about new things, AA female students selected (82.6%) *Like Me*. Students responded with (69.6%) *Like Me* for reading about hobbies to learn more about them.

The second subcategory of intrinsic motivation, importance of reading, was also assessed. AA students selected (91.3%) *Like Me* when answering item 17: It is very important to me to be a good reader. Students chose (78.3%) *Like Me* for item 27: In comparison to other activities I do, it is very important to me to be a good reader. In the third subcategory of intrinsic motivation, reading involvement, AA female students selected (73.9%) *Like Me*, in response to item 6: I enjoy a long, involved story or fiction book. Students chose (82.6%) *Like Me* for making pictures in their minds while reading. AA female students responded with (60.9%) *Like Me* for reading stories about fantasy and make believe, liking mysteries (73.9%) *Like Me*, and reading adventure stories (65.2%) *Like Me*. For item 35: I feel like I make friends with people in good books, students chose (60.9%) *Different from Me*.

**Combined total responses and student comparisons.** Intrinsic motivation consists of three subcategories: reading curiosity, importance of reading, and reading involvement. Relating to the first subcategory, reading curiosity, African American 9<sup>th</sup>-11<sup>th</sup> grade males and females combined responses to all 5 items were (83.3%) *Like Me* for males and females (75.7 %) *Like Me*. In the second subcategory, importance of reading, male students responded with (70.8 %) *Like Me*, and female students selected (84.8%) *Like Me* for the two items combined. For the last subcategory, reading involvement, male students responded with (70.8%) *Like Me*, in comparison to female students who responded with (65.9%) *Like Me*. Item 35 in the reading involvement subcategory showed contrasting perceptions for AA males with (50.0%) *Different from Me*

and (50.0%) *Like Me*, and AA females (60.9%) *Different from Me*. Overall combined total responses for intrinsic motivation, which includes all subcategories, was (75.6%) *Like Me* for AA males and (72.6%) *Like Me* for AA females. Data are presented on tables 4.8 – 4.10 for African American intrinsic reading motivation perceptions by gender.

Table 4.8

*Expanded Responses - Intrinsic Motivation Reading Perceptions of 9<sup>th</sup> –11<sup>th</sup> grade African American (AA) Students by Gender (%)*

Survey Item		Very Different from Me	A Little Different from Me	A Little Like Me	A Lot Like Me
A. Reading Curiosity					
4. If the teacher discusses something interesting I might read more about it.	AA Male	0.0 (n = 0)	8.3 (n = 1)	8.3 (n = 1)	88.3 (n = 10)
	AA Female	4.3 (n = 1)	13.0 (n = 3)	34.8 (n = 8)	47.8 (n = 11)
10. I have favorite subjects that I like to read about	AA Male	0.0 (n = 0)	0.0 (n = 0)	50.0 (n = 6)	50.0 (n = 6)
	AA Female	17.4 (n = 4)	21.7 (n = 5)	21.7 (n = 5)	39.1 (n = 9)
19. I read to learn new information about topics that interest me	AA Male	8.3 (n = 1)	8.3 (n = 1)	33.3 (n = 4)	50.0 (n = 6)
	AA Female	0.0 (n = 0)	17.4 (n = 4)	21.7 (n = 5)	60.9 (n = 14)
25. I like to read about new things	AA Male	8.3 (n = 1)	16.7 (n = 2)	33.3 (n = 4)	41.7 (n = 5)
	AA Female	0.0 (n = 0)	17.4 (n = 4)	26.1 (n = 6)	56.5 (n = 13)



29. I read about my hobbies to learn more about them	AA Male	16.7 (n = 2)	16.7 (n = 2)	8.3 (n = 1)	58.3 (n = 7)
	AA Female	13.0 (n = 3)	17.4 (n = 4)	26.1 (n = 6)	43.5 (n = 10)
B. Importance of Reading					
17. It is very important to me to be a good reader	AA Male	25.0 (n = 3)	0.0 (n = 0)	8.3 (n = 1)	66.7 (n = 8)
	AA Female	0.0 (n = 0)	8.7 (n = 2)	26.1 (n = 6)	65.2 (n = 15)
27. In comparison to other activities I do, it is very important to me to be a good reader	AA Male	25.0 (n = 3)	8.3 (n = 1)	8.3 (n = 1)	58.3 (n = 7)
	AA Female	0.0 (n = 0)	21.7 (n = 5)	52.2 (n = 12)	26.1 (n = 6)
C. Reading Involvement					
6. I enjoy a long, involved story or fiction book	AA Male	16.7 (n = 2)	8.3 (n = 1)	25.0 (n = 3)	50.0 (n = 6)
	AA Female	8.7 (n = 2)	17.4 (n = 4)	34.8 (n = 8)	39.1 (n = 9)
12. I make pictures in my mind when I read	AA Male	0.0 (n = 0)	16.7 (n = 2)	33.3 (n = 4)	50.0 (n = 6)
	AA Female	4.3 (n = 1)	13.0 (n = 3)	17.4 (n = 4)	65.2 (n = 15)
22. I read stories about fantasy and make believe	AA Male	0.0 (n = 0)	25.0 (n = 3)	16.7 (n = 2)	58.3 (n = 7)
	AA Female	4.3 (n = 1)	34.8 (n = 8)	21.7 (n = 5)	39.1 (n = 9)

30. I like mysteries	AA Male	0.0 (n = 0)	16.7 (n = 2)	25.0 (n = 3)	58.3 (n = 7)
	AA Female	4.3 (n = 1)	21.7 (n = 5)	4.3 (n = 1)	69.6 (n = 16)
33. I read a lot of adventure stories	AA Male	8.3 (n = 1)	33.3 (n = 4)	8.3 (n = 1)	50.0 (n = 6)
	AA Female	13.0 (n = 3)	21.7 (n = 5)	21.7 (n = 5)	43.5 (n = 10)
35. I feel like I make friends with people in good books	AA Male	33.3 (n = 4)	16.7 (n = 2)	16.7 (n = 2)	33.3 (n = 4)
	AA Female	47.8 (n = 11)	13.0 (n = 3)	21.7 (n = 5)	17.4 (n = 4)

Table 4.9

*Collapsed Responses - Intrinsic Motivation Reading Perceptions of 9<sup>th</sup> –11<sup>th</sup> grade African American (AA) Students by Gender (%)*

Survey Item		Different from Me	Like Me
A. Reading Curiosity			
4. If the teacher discusses something interesting I might read more about it.	AA Male	8.3 (n = 1)	91.7 (n = 11)
	AA Female	17.4 (n = 4)	82.6 (n = 19)
10. I have favorite subjects that I like to read about	AA Male	0.0 (n = 0)	100.0 (n = 12)
	AA Female	39.1 (n = 9)	60.9 (n = 14)

19. I read to learn new information about topics that interest me	AA Male	16.7 (n = 2)	83.3 (n = 10)
	AA Female	17.4 (n = 4)	82.6 (n = 19)
25. I like to read about new things	AA Male	25.0 (n = 3)	75.0 (n = 9)
	AA Female	17.4 (n = 4)	82.6 (n = 19)
29. I read about my hobbies to learn more about them	AA Male	33.3 (n = 4)	66.7 (n = 8)
	AA Female	30.4 (n = 7)	69.6 (n = 16)
B. Importance of Reading			
17. It is very important to me to be a good reader	AA Male	25.0 (n = 3)	75.0 (n = 9)
	AA Female	8.7 (n = 2)	91.3 (n = 21)
27. In comparison to other activities I do, it is very important to me to be a good reader	AA Male	33.3 (n = 4)	66.7 (n = 8)
	AA Female	21.7 (n = 5)	78.3 (n = 18)
C. Reading Involvement			
6. I enjoy a long, involved story or fiction book	AA Male	25.0 (n = 3)	75.0 (n = 9)
	AA Female	26.1 (n = 6)	73.9 (n = 17)

12. I make pictures in my mind when I read	AA Male	16.7 (n = 2)	83.3 (n = 10)
	AA Female	17.4 (n = 4)	82.6 (n = 19)
22. I read stories about fantasy and make believe	AA Male	25.0 (n = 3)	75.0 (n = 9)
	AA Female	39.1 (n = 9)	60.9 (n = 14)
30. I like mysteries	AA Male	16.7 (n = 2)	83.3 (n = 10)
	AA Female	26.1 (n = 6)	73.9 (n = 17)
33. I like to read a lot of adventure stories	AA Male	41.7 (n = 5)	58.3 (n = 7)
	AA Female	34.8 (n = 8)	65.2 (n = 15)
35. I feel like I make friends with people in good books	AA Male	50.0 (n = 6)	50.0 (n = 6)
	AA Female	60.9 (n = 14)	39.1 (n = 9)

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Table 4.10

*Collapsed Responses – Combined Total Responses of Intrinsic Motivation Reading Perceptions in 9<sup>th</sup>–11<sup>th</sup> grade African American (AA) Students by Gender (%)*

Combined Survey Items		Different from Me	Like Me
<b>A. Reading Curiosity</b> (Questions 4, 10, 19, 25, 29)			
	AA Male	16.7 (n = 10)	83.3 (n = 50)
	AA Female	24.3 (n = 28)	75.7 (n = 87)
<b>B. Importance of Reading</b> (Questions 17, 27)			
	AA Male	29.2 (n = 7)	70.8 (n = 17)
	AA Female	15.2 (n = 7)	84.8 (n = 39)
<b>C. Reading Involvement</b> (Questions 6, 12, 22, 30, 35)			
	AA Male	29.2 (n = 21)	70.8 (n = 51)
	AA Female	34.1 (n = 47)	65.9 (n = 91)
<b>D. Intrinsic Motivation</b> (Reading Curiosity, Importance of Reading, Reading Involvement)			
	AA Male	24.4 (n = 38)	75.6 (n = 118)
	AA Female	27.4 (n = 82)	72.6 (n = 217)

## **Intrinsic Motivation by Grade Level**

**Grade 9.** As it relates to reading curiosity African American 9<sup>th</sup> grade students selected (88.2%) *Like Me*, when answering item 4: If a teacher discusses something interesting, I might read more about it. Students chose (70.6%) *Like Me* for survey item 10, which assessed reading in favorite subject areas. As it relates to item 19: I read to learn new information about topics that interest me, students selected (64.7%) *Like Me*. For item 25: I like to read about new things, students chose (70.6%) *Like Me*. Grade 9 students responded with (58.8%) *Like Me* for reading about hobbies to learn more about them.

The second subcategory of intrinsic motivation, importance of reading, was also analyzed. Students selected (88.2%) *Like Me* when answering item 17: It is very important to me to be a good reader. Students chose (64.7%) *Like Me* for item 27: In comparison to other activities I do, it is very important to me to be a good reader.

The third subcategory of intrinsic motivation addressed reading involvement. Grade 9 students who selected (58.8%) *Like Me* enjoy a long, involved story or fiction book. Students selected (70.6%) *Like Me* for making pictures in their minds while reading. Students responded with (52.9%) *Like Me* for reading stories about fantasy and make believe, liking mysteries (70.6%) *Like Me*, and reading adventure stories (64.7%) *Like Me*. For item 35: I feel like I make friends with people in good books, students responded with (70.6%) *Different from Me*.

**Grade 10.** For reading curiosity, 10<sup>th</sup> AA grade students selected (70.0%) *Like Me*, when answering item 4: If a teacher discusses something interesting, I might read more about it. Students selected (70.0 %) *Like Me* for survey item 10 which assessed reading in favorite subject areas. As it relates to item 19: I read to learn new information about topics that interest me, all students selected (100.0%) *Like Me*. For item 25: I like

to read about new things, AA female students selected (90.0%) *Like Me*. Students responded with (60.0 %) *Like Me* for reading about hobbies to learn more about them.

The second subcategory of intrinsic motivation, importance of reading, was also assessed. Grade 10 students selected (80.0%) *Like Me* when answering item 17: It is very important to me to be a good reader. Students chose (90.0%) *Like Me* for item 27: In comparison to other activities I do, it is very important to me to be a good reader. In the third subcategory of intrinsic motivation, reading involvement, tenth grade students selected (90.0%) *Like Me*, in response to item 6: I enjoy a long, involved story or fiction book. All students chose (100.0%) *Like Me* for making pictures in their minds while reading. Students responded with (90.0%) *Like Me* for reading stories about fantasy and make believe, liking mysteries (80.0%) *Like Me*, and reading adventure stories (70.0%) *Like Me*. For item 35: I feel like I make friends with people in good books, students chose (60.0%) *Like Me*.

**Grade 11.** As it relates to reading curiosity, all AA 11<sup>th</sup> grade students selected (100.0%) *Like Me*, when answering item 4: If a teacher discusses something interesting, I might read more about it. Students selected (87.5%) *Like Me* for survey item 10 which assessed reading in favorite subject areas. As it relates to item 19: I read to learn new information about topics that interest me, all students selected (100.0%) *Like Me*. For item 25: I like to read about new things, students selected (87.5%) *Like Me*. Students responded with (100.0%) *Like Me* for reading about hobbies to learn more about them.

The second subcategory of intrinsic motivation, importance of reading, was also assessed. Grade 11 students selected (87.5%) *Like Me* when answering item 17: It is very important to me to be a good reader. Students chose (75.0%) *Like Me* for item 27: In comparison to other activities I do, it is very important to me to be a good reader. In the third subcategory of intrinsic motivation, reading involvement, 11<sup>th</sup> grade students

selected (87.5%) *Like Me*, in response to item 6: I enjoy a long, involved story or fiction book. Students chose (87.5%) *Like Me* for making pictures in their minds while reading. Students responded with (62.5%) *Like Me* for reading stories about fantasy and make believe, liking mysteries (87.5%) *Like Me*, and reading adventure stories (50.0%) *Different from Me* and (50.0%) *Like Me*. For item 35: I feel like I make friends with people in good books, student responses were evenly divided with (50.0%) *Different from Me* and (50.0%) *Like Me*.

**Combined total responses and student comparison.** Intrinsic motivation consists of three subcategories: reading curiosity, importance of reading, and reading involvement. Relating to the first subcategory, reading curiosity, 9<sup>th</sup>–11<sup>th</sup> combined responses to all 5 items were (70.6%) *Like Me* for 9<sup>th</sup> graders, 10<sup>th</sup> graders (78.0%) *Like Me*, and 11<sup>th</sup> graders (95.0%) *Like Me*. In the second subcategory, importance of reading, 9<sup>th</sup> grade students combined total responses were (76.5%) *Like Me*, 10<sup>th</sup> grade (85.0%) *Like Me*, and 11<sup>th</sup> grade (81.2%) *Like Me*.

For the last subcategory, reading involvement, 9<sup>th</sup> graders responded with (57.8%) *Like Me*, 10<sup>th</sup> graders (81.7%) *Like Me*, and 11<sup>th</sup> graders (70.8%) *Like Me*. Responses to item 35 in the reading involvement subcategory showed contrasting perceptions between grade levels with 9<sup>th</sup> grade (70.6%) *Different from Me*, 10<sup>th</sup> grade (60.0%) *Like Me*, and 11<sup>th</sup> grade (50.0%) *Different from Me* and (50.0%) *Like Me*. Overall combined total responses for intrinsic motivation, which includes all subcategories, was (65.6%) *Like Me* for 9<sup>th</sup> graders, 10<sup>th</sup> graders (80.8%) *Like Me*, and 11<sup>th</sup> graders (81.7%). Tables 4.11 – 4.13 illustrate the frequencies and percentages for intrinsic motivation reading perceptions with African American students by grade level.



Table 4.11

*Expanded Responses - Intrinsic Motivation Reading Perceptions of 9<sup>th</sup> –11<sup>th</sup> grade African American (AA) Students by Grade Level (%)*

Survey Item		Very Different from Me	A Little Different from Me	A Little Like Me	A Lot Like Me
A. Reading Curiosity					
4. If the teacher discusses something interesting I might read more about it.	9 <sup>th</sup> Grade	0.0 (n = 0)	11.8 (n = 2)	41.2 (n = 7)	47.1 (n = 8)
	10 <sup>th</sup> Grade	10.0 (n = 1)	20.0 (n = 2)	20.0 (n = 2)	50.0 (n = 5)
	11 <sup>th</sup> Grade	0.0 (n = 0)	0.0 (n = 0)	0.0 (n = 0)	100.0 (n = 8)
10. I have favorite subjects that I like to read about	9 <sup>th</sup> Grade	11.8 (n = 2)	17.6 (n = 3)	41.2 (n = 7)	29.4 (n = 5)
	10 <sup>th</sup> Grade	20.0 (n = 2)	10.0 (n = 1)	30.0 (n = 3)	40.0 (n = 4)
	11 <sup>th</sup> Grade	0.0 (n = 0)	12.5 (n = 1)	12.5 (n = 1)	75.0 (n = 6)
19. I read to learn new information about topics that interest me	9 <sup>th</sup> Grade	5.9 (n = 1)	29.4 (n = 5)	11.8 (n = 2)	52.9 (n = 9)
	10 <sup>th</sup> Grade	0.0 (n = 0)	0.0 (n = 0)	30.0 (n = 3)	70.0 (n = 7)
	11 <sup>th</sup> Grade	0.0 (n = 0)	0.0 (n = 0)	50.0 (n = 4)	50.0 (n = 4)
25. I like to read about new things	9 <sup>th</sup> Grade	5.9 (n = 1)	23.5 (n = 4)	23.5 (n = 4)	47.1 (n = 8)
	10 <sup>th</sup> Grade	0.0 (n = 0)	10.0 (n = 1)	30.0 (n = 3)	60.0 (n = 6)

	11 <sup>th</sup> Grade	0.0 (n = 0)	12.5 (n = 1)	37.5 (n = 3)	50.0 (n = 4)
29. I read about my hobbies to learn more about them	9 <sup>th</sup> Grade	17.6 (n = 3)	23.5 (n = 4)	17.6 (n = 3)	41.2 (n = 7)
	10 <sup>th</sup> Grade	20.0 (n = 2)	20.0 (n = 2)	20.0 (n = 2)	40.0 (n = 4)
	11 <sup>th</sup> Grade	0.0 (n = 0)	0.0 (n = 0)	25.0 (n = 2)	75.0 (n = 6)
B. Importance of Reading					
17. It is very important to me to be a good reader	9 <sup>th</sup> Grade	11.8 (n = 2)	0.0 (n = 0)	35.3 (n = 6)	52.9 (n = 9)
	10 <sup>th</sup> Grade	0.0 (n = 0)	20.0 (n = 2)	10.0 (n = 1)	70.0 (n = 7)
	11 <sup>th</sup> Grade	12.5 (n = 1)	0.0 (n = 0)	0.0 (n = 0)	87.5 (n = 7)
27. In comparison to other activities I do, it is very important to me to be a good reader	9 <sup>th</sup> Grade	11.8 (n = 2)	23.5 (n = 4)	47.1 (n = 8)	17.6 (n = 3)
	10 <sup>th</sup> Grade	0.0 (n = 0)	10.0 (n = 1)	40.0 (n = 4)	50.0 (n = 5)
	11 <sup>th</sup> Grade	12.5 (n = 1)	12.5 (n = 1)	12.5 (n = 1)	62.5 (n = 5)
C. Reading Involvement					
6. I enjoy a long, involved story or fiction book	9 <sup>th</sup> Grade	23.5 (n = 4)	17.6 (n = 3)	17.6 (n = 3)	41.2 (n = 7)
	10 <sup>th</sup> Grade	0.0 (n = 0)	10.0 (n = 1)	50.0 (n = 5)	40.0 (n = 4)
	11 <sup>th</sup> Grade	0.0 (n = 0)	12.5 (n = 1)	37.5 (n = 3)	50.0 (n = 4)

12. I make pictures in my mind when I read	9 <sup>th</sup> Grade	5.9 (n = 1)	23.5 (n = 4)	23.5 (n = 4)	47.1 (n = 8)
	10 <sup>th</sup> Grade	0.0 (n = 0)	0.0 (n = 0)	10.0 (n = 1)	90.0 (n = 9)
	11 <sup>th</sup> Grade	0.0 (n = 0)	12.5 (n = 1)	37.5 (n = 3)	50.0 (n = 4)
22. I read stories about fantasy and make believe	9 <sup>th</sup> Grade	5.9 (n = 1)	41.2 (n = 7)	23.5 (n = 4)	29.4 (n = 5)
	10 <sup>th</sup> Grade	0.0 (n = 0)	10.0 (n = 1)	20.0 (n = 2)	70.0 (n = 7)
	11 <sup>th</sup> Grade	0.0 (n = 0)	37.5 (n = 3)	12.5 (n = 1)	50.0 (n = 4)
30. I like mysteries	9 <sup>th</sup> Grade	5.9 (n = 1)	23.5 (n = 4)	11.8 (n = 2)	58.8 (n = 10)
	10 <sup>th</sup> Grade	0.0 (n = 0)	20.0 (n = 2)	10.0 (n = 1)	70.0 (n = 7)
	11 <sup>th</sup> Grade	0.0 (n = 0)	12.5 (n = 1)	12.5 (n = 1)	75.0 (n = 6)
33. I read a lot of adventure stories	9 <sup>th</sup> Grade	17.6 (n = 3)	17.6 (n = 3)	29.4 (n = 5)	35.3 (n = 6)
	10 <sup>th</sup> Grade	0.0 (n = 0)	30.0 (n = 3)	0.0 (n = 0)	70.0 (n = 7)
	11 <sup>th</sup> Grade	12.5 (n = 1)	37.5 (n = 3)	12.5 (n = 1)	37.5 (n = 3)
35. I feel like I make friends with people in good books	9 <sup>th</sup> Grade	70.6 (n = 12)	0.0 (n = 0)	23.5 (n = 4)	5.9 (n = 1)
	10 <sup>th</sup> Grade	10.0 (n = 1)	30.0 (n = 3)	20.0 (n = 2)	40.0 (n = 4)

11 <sup>th</sup> Grade	25.0 (n = 2)	25.0 (n = 2)	12.5 (n = 1)	37.5 (n = 3)
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Table 4.12

*Collapsed Responses - Intrinsic Motivation Reading Perceptions of 9<sup>th</sup>–11<sup>th</sup> grade African American (AA) Students by Grade Level (%)*

Survey Item		Different from Me	Like Me
A. Reading Curiosity			
4. If the teacher discusses something interesting I might read more about it.	9 <sup>th</sup> Grade	11.8 (n = 2)	88.2 (n = 15)
	10 <sup>th</sup> Grade	30.0 (n = 3)	70.0 (n = 7)
	11 <sup>th</sup> Grade	0.0 (n = 0)	100.0 (n = 8)
10. I have favorite subjects that I like to read about	9 <sup>th</sup> Grade	29.4 (n = 5)	70.6 (n = 12)
	10 <sup>th</sup> Grade	30.0 (n = 3)	70.0 (n = 7)
	11 <sup>th</sup> Grade	12.5 (n = 1)	87.5 (n = 7)
19. I read to learn new information about topics that interest me	9 <sup>th</sup> Grade	35.3 (n = 6)	64.7 (n = 11)
	10 <sup>th</sup> Grade	0.0 (n = 0)	100.0 (n = 10)
	11 <sup>th</sup> Grade	0.0 (n = 0)	100.0 (n = 8)
25. I like to read about new things	9 <sup>th</sup> Grade	29.4 (n = 5)	70.6 (n = 12)

	10 <sup>th</sup> Grade	10.0 (n = 1)	90.0 (n = 9)
	11 <sup>th</sup> Grade	12.5 (n = 1)	87.5 (n = 7)
29. I read about my hobbies to learn more about them	9 <sup>th</sup> Grade	41.2 (n = 7)	58.8 (n = 10)
	10 <sup>th</sup> Grade	40.0 (n = 4)	60.0 (n = 6)
	11 <sup>th</sup> Grade	0.0 (n = 0)	100.0 (n = 8)
B. Importance of Reading			
17. It is very important to me to be a good reader	9 <sup>th</sup> Grade	11.8 (n = 2)	88.2 (n = 15)
	10 <sup>th</sup> Grade	20.0 (n = 2)	80.0 (n = 8)
	11 <sup>th</sup> Grade	12.5 (n = 1)	87.5 (n = 7)
27. In comparison to other activities I do, it is very important to me to be a good reader	9 <sup>th</sup> Grade	35.3 (n = 6)	64.7 (n = 11)
	10 <sup>th</sup> Grade	10.0 (n = 1)	90.0 (n = 9)
	11 <sup>th</sup> Grade	25.0 (n = 2)	75.0 (n = 6)
C. Reading Involvement			
6. I enjoy a long, involved story or fiction book	9 <sup>th</sup> Grade	41.2 (n = 7)	58.8 (n = 10)
	10 <sup>th</sup> Grade	10.0 (n = 1)	90.0 (n = 9)

	11 <sup>th</sup> Grade	12.5 (n = 1)	87.5 (n = 7)
12. I make pictures in my mind when I read	9 <sup>th</sup> Grade	29.4 (n = 5)	70.6 (n = 12)
	10 <sup>th</sup> Grade	0.0 (n = 0)	100.0 (n = 10)
	11 <sup>th</sup> Grade	12.5 (n = 1)	87.5 (n = 7)
22. I read stories about fantasy and make believe	9 <sup>th</sup> Grade	47.1 (n = 8)	52.9 (n = 9)
	10 <sup>th</sup> Grade	10.0 (n = 1)	90.0 (n = 9)
	11 <sup>th</sup> Grade	37.5 (n = 3)	62.5 (n = 5)
30. I like mysteries	9 <sup>th</sup> Grade	29.4 (n = 5)	70.6 (n = 12)
	10 <sup>th</sup> Grade	20.0 (n = 2)	80.0 (n = 8)
	11 <sup>th</sup> Grade	12.5 (n = 1)	87.5 (n = 7)
33. I read a lot of adventure stories	9 <sup>th</sup> Grade	35.3 (n = 6)	64.7 (n = 11)
	10 <sup>th</sup> Grade	30.0 (n = 3)	70.0 (n = 7)
	11 <sup>th</sup> Grade	50.0 (n = 4)	50.0 (n = 4)
35. I feel like I make friends with people in good books	9 <sup>th</sup> Grade	70.6 (n = 12)	29.4 (n = 5)

10 <sup>th</sup> Grade	40.0 (n = 4)	60.0 (n = 6)
11 <sup>th</sup> Grade	50.0 (n = 4)	50.0 (n = 4)

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Table 4.13

*Collapsed Responses – Combined Total Responses of Intrinsic Motivation Reading Perceptions in 9<sup>th</sup>–11<sup>th</sup> grade African American (AA) Students by Grade Level (%)*

Combined Survey Items		Different from Me	Like Me
<hr/>			
A. Reading Curiosity (Questions 4, 10, 19, 25, 29)			
	9 <sup>th</sup> Grade	29.4 (n = 25)	70.6 (n = 60)
	10 <sup>th</sup> Grade	22.0 (n = 11)	78.0 (n = 39)
	11 <sup>th</sup> Grade	5.0 (n = 2)	95.0 (n = 38)
B. Importance of Reading (Questions 17,27)			
	9 <sup>th</sup> Grade	23.5 (n = 8)	76.5 (n = 26)
	10 <sup>th</sup> Grade	15.0 (n = 3)	85.0 (n = 17)
	11 <sup>th</sup> Grade	18.8 (n = 3)	81.2 (n = 13)
C. Reading Involvement (Questions 6, 12, 22, 30, 33, 35)			
	9 <sup>th</sup> Grade	42.2 (n = 43)	57.8 (n = 59)
	10 <sup>th</sup> Grade	18.3 (n = 11)	81.7 (n = 49)
	11 <sup>th</sup> Grade	29.2 (n = 14)	70.8 (n = 34)



D. Intrinsic Motivation (Reading Curiosity, Importance of Reading, Reading Involvement)

9 <sup>th</sup> Grade	34.4 (n = 76)	65.6 (n = 145)
10 <sup>th</sup> Grade	19.2 (n = 25)	80.8 (n = 105)
11 <sup>th</sup> Grade	18.3 (n = 19)	81.7 (n = 85)

**Extrinsic Motivation by Gender**

**African American males.** In the third reading motivation category, extrinsic motivation, 9<sup>th</sup> – 11<sup>th</sup> grade African American male responses were analyzed under the recognition for reading subcategory. AA male students selected (75.0%) *Like Me*, when answering item 18: My parents often tell me what a good job I am doing in reading. Students selected (83.3%) *Like Me*, in response to having a teacher say they read well. Responses were divided equally with (50.0%) *Different from Me*, and (50.0%) *Like Me*, in response friends telling them they are a good reader. For item 43: I like to get compliments for my reading, students chose (66.7%) *Like Me*. For item 47: I am happy when someone recognizes my reading, students selected (75.0%) *Like Me*.

Reponses to the second subcategory of extrinsic motivation, reading for grades, were also analyzed. AA male students selected (91.7%) *Like Me* for item 3: I read to improve my grades. For item 38: Grades are a good way to see how well you are doing in reading, students chose (91.7%) *Like Me*. Students responded with (75.0%) *Like Me* for looking forward to finding out their reading grade. For item 53: My parents ask me about my reading grade, student responses were divided equally with (50.0%) *Different from Me*, and (50.0%) *Like Me*.

**African American females.** Extrinsic motivation in 9<sup>th</sup> – 11<sup>th</sup> grade African American females was also analyzed. Responses were recorded for analysis under the

recognition for reading subcategory. Female students selected (56.5%) *Like Me*, when answering item 18: My parents often tell me what a good job I am doing in reading. Students chose (69.6%) *Like Me*, in response to having a teacher say they read well, and (52.2%) *Like Me*, in response friends telling them they are a good reader. For item 43: I like to get compliments for my reading, students selected (65.2%) *Like Me*. For item 47: I am happy when someone recognizes my reading, students responded with (60.9%) *Like Me*.

Responses to the second subcategory of extrinsic motivation, reading for grades, were also analyzed. Of the 9<sup>th</sup>-11<sup>th</sup> grade, AA female students chose (78.3%) *Like Me* for item 3: I read to improve my grades. For item 38: Grades are a good way to see how well you are doing in reading, students chose (82.6%) *Like Me*. Students responded with (91.3%) *Like Me* for looking forward to finding out their reading grade. For item 53: My parents ask me about my reading grade, students responded with (69.6%) *Like Me*.

**Combined total responses and student comparison.** Extrinsic motivation consists of two subcategories: recognition for reading and reading for grades. Relating to the first subcategory, recognition for reading, African American 9<sup>th</sup>-11<sup>th</sup> grade males and females combined responses were (70.0%) *Like Me* for males and (60.9%) *Like Me* for females. For combined responses in the second subcategory, reading for grades, male students selected (77.1%) *Like Me* in comparison to the female students who selected (80.4%) *Like Me*. Overall combined total responses for extrinsic motivation, which includes both subcategories were (73.1%) *Like Me*, for males, and (69.6%) *Like Me*, for females. Tables 4.14 – 4.16 show data on the frequencies and percentages of extrinsic reading motivation perceptions with African American students, by gender.

Table 4.14

*Expanded Responses - Extrinsic Motivation Reading Perceptions of 9<sup>th</sup> –11<sup>th</sup> grade African American (AA) Students by Gender (%)*

Survey Item		Very Different from Me	A Little Different from Me	A Little Like Me	A Lot Like Me
A. Recognition for Reading					
18. My parents often tell me what a good job I am doing in reading	AA	8.3	16.7	33.3	41.7
	Male	(n = 1)	(n = 2)	(n = 4)	(n = 5)
	AA	13.0	30.4	26.1	30.4
	Female	(n = 3)	(n = 7)	(n = 6)	(n = 7)
28. I like having the teacher say I read well	AA	8.3	8.3	25.0	58.3
	Male	(n = 1)	(n = 1)	(n = 3)	(n = 7)
	AA	26.1	4.3	30.4	39.1
	Female	(n = 6)	(n = 1)	(n = 7)	(n = 9)
37. My friends sometimes tell me I am a good reader	AA	25.0	25.0	8.3	41.7
	Male	(n = 3)	(n = 3)	(n = 1)	(n = 5)
	AA	21.7	26.1	34.8	17.4
	Female	(n = 5)	(n = 6)	(n = 8)	(n = 4)
43. I like to get compliments for my reading	AA	16.7	16.7	16.7	50.0
	Male	(n = 2)	(n = 2)	(n = 2)	(n = 6)
	AA	17.4	17.4	34.8	30.4
	Female	(n = 4)	(n = 4)	(n = 8)	(n = 7)
47. I am happy when someone recognizes my reading	AA	8.3	16.7	41.7	33.3
	Male	(n = 1)	(n = 2)	(n = 5)	(n = 4)
	AA	17.4	21.7	26.1	34.8
	Female	(n = 4)	(n = 5)	(n = 6)	(n = 8)

B. Reading for  
Grades

3. I read to improve my grades	AA Male	0.0 (n = 0)	8.3 (n = 1)	41.7 (n = 5)	50.0 (n = 6)
	AA Female	4.3 (n = 1)	17.4 (n = 4)	30.4 (n = 7)	47.8 (n = 11)
38. Grades are a good way to see how well you are doing in reading	AA Male	0.0 (n = 0)	8.3 (n = 1)	25.0 (n = 3)	66.7 (n = 8)
	AA Female	8.7 (n = 2)	8.7 (n = 2)	21.7 (n = 5)	60.9 (n = 14)
50. I look forward to finding out my reading grade	AA Male	0.0 (n = 0)	25.0 (n = 3)	8.3 (n = 1)	66.7 (n = 8)
	AA Female	4.3 (n = 1)	4.3 (n = 1)	39.1 (n = 9)	52.2 (n = 12)
53. My parents ask me about my reading grade	AA Male	16.7 (n = 2)	33.3 (n = 4)	25.0 (n = 3)	25.0 (n = 3)
	AA Female	21.7 (n = 5)	8.7 (n = 2)	26.1 (n = 6)	43.5 (n = 10)

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Table 4.15

*Collapsed Responses - Extrinsic Motivation Reading Perceptions of 9<sup>th</sup> –11<sup>th</sup> grade African American (AA) Students by Gender (%)*

Survey Item		Different from Me	Like Me
A. Recognition for Reading			
18. My parents often tell me what a good job I am doing in reading	AA Male	25.0 (n = 3)	75.0 (n = 9)
	AA Female	43.5 (n = 10)	56.5 (n = 13)
28. I like having the teacher say I read well	AA Male	16.7 (n = 2)	83.3 (n = 10)
	AA Female	30.4 (n = 7)	69.6 (n = 16)
37. My friends sometimes tell me I am a good reader	AA Male	50.0 (n = 6)	50.0 (n = 6)
	AA Female	47.8 (n = 11)	52.2 (n = 12)
43. I like to get compliments for my reading	AA Male	33.3 (n = 4)	66.7 (n = 8)
	AA Female	34.8 (n = 8)	65.2 (n = 15)
47. I am happy when someone recognizes my reading	AA Male	25.0 (n = 3)	75.0 (n = 9)
	AA Female	39.1 (n = 9)	60.9 (n = 14)

## B. Reading for Grades

3. I read to improve my grades	AA	8.3	91.7
	Male	(n = 1)	(n = 11)
38. Grades are a good way to see how well you are doing in reading	AA	21.7	78.3
	Female	(n = 5)	(n = 18)
50. I look forward to finding out my reading grade	AA	8.3	91.7
	Male	(n = 1)	(n = 11)
53. My parents ask me about my reading grade	AA	17.4	82.6
	Female	(n = 4)	(n = 19)
	AA	25.0	75.0
	Male	(n = 3)	(n = 9)
	AA	8.7	91.3
	Female	(n = 2)	(n = 21)
	AA	50.0	50.0
	Male	(n = 6)	(n = 6)
	AA	30.4	69.6
	Female	(n = 7)	(n = 16)

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Table 4.16

*Collapsed Responses – Combined Total Responses of Extrinsic Motivation Reading Perceptions in 9<sup>th</sup>–11<sup>th</sup> grade African American (AA) Students by Gender (%)*

Combined Survey Items		Different from Me	Like Me
<b>A. Recognition for Reading</b> (Questions 18, 28, 37, 43, 47)			
	AA Male	30.0 (n = 18)	70.0 (n = 42)
	AA Female	39.1 (n = 45)	60.9 (n = 70)
<b>B. Reading for Grades</b> (Questions 3, 38, 50, 53)			
	AA Male	22.9 (n = 11)	77.1 (n = 37)
	AA Female	19.6 (n = 18)	80.4 (n = 74)
<b>C. Extrinsic Motivation</b> (Recognition for Reading, Reading for Grades)			
	AA Male	26.9 (n = 29)	73.1 (n = 79)
	AA Female	30.4 (n = 63)	69.6 (n = 144)

### Extrinsic Motivation by Grade

**Grade 9.** African American 9<sup>th</sup> grade responses were analyzed under the recognition for reading subcategory. Students selected (52.9%) *Like Me*, when answering item 18: My parents often tell me what a good job I am doing in reading. Students selected (76.5%) *Like Me*, in response to having a teacher say they read well, and (58.8%) *Different from Me*, in response to friends telling them they are a good reader. For item 43: I like to get compliments for my reading, students chose (64.7%) *Like Me*. For

item 47: I am happy when someone recognizes my reading, students selected (52.9%) *Different from Me*.

Responses to the second subcategory of extrinsic motivation, reading for grades, were also analyzed. Grade 9 students selected (82.4%) *Like Me* for item 3: I read to improve my grades. For item 38: Grades are a good way to see how well you are doing in reading, students chose (88.2%) *Like Me*. Students responded with (70.6%) *Like Me* for looking forward to finding out their reading grade. For item 53: My parents ask me about my reading grade, student responded with (52.9%) *Like Me*.

**Grade 10.** Tenth grade AA responses were recorded for analysis under the recognition for reading subcategory. Grade 10 students selected (70.0%) *Like Me*, when answering item 18: My parents often tell me what a good job I am doing in reading. Students chose (80.0%) *Like Me*, in response to having a teacher say they read well. Responses were equally split with (50.0%) *Different from Me* and (50.0%) *Like Me*, in response friends telling them they are a good reader. For item 43: I like to get compliments for my reading, students selected (60.0%) *Like Me*. For item 47: I am happy when someone recognizes my reading, students responded with (80.0%) *Like Me*.

Responses to the second subcategory of extrinsic motivation, reading for grades, were also analyzed. Grade 10 students chose (80.0%) *Like Me* for item 3: I read to improve my grades. For item 38: Grades are a good way to see how well you are doing in reading, students chose (80.0%) *Like Me*. All students responded with (100.0%) *Like Me* for looking forward to finding out their reading grade. For item 53: My parents ask me about my reading grade, students responded with (70.0%) *Like Me*.

**Grade 11.** Eleventh grade African American participant responses were recorded for analysis under the recognition for reading subcategory. Students selected (75.0%) *Like Me*, when answering item 18: My parents often tell me what a good job I am doing



in reading. Students chose (62.5%) *Like Me*, in response to having a teacher say they read well, and (75.0%) *Like Me*, in response friends telling them they are a good reader. For item 43: I like to get compliments for my reading, students selected (75.0%) *Like Me*. For item 47: I am happy when someone recognizes my reading, students responded with (87.5%) *Like Me*.

Responses to the second subcategory of extrinsic motivation, reading for grades, were also analyzed. Grade 11 students chose (87.5%) *Like Me* for item 3: I read to improve my grades. For item 38: Grades are a good way to see how well you are doing in reading, students chose (87.5%) *Like Me*. Students responded with (100.0%) *Like Me* for looking forward to finding out their reading grade. For item 53: My parents ask me about my reading grade, students responded with (75.0%) *Like Me*.

**Combined total responses and student comparison.** Extrinsic motivation consists of two subcategories: recognition for reading and reading for grades. Relating to the first subcategory, recognition for reading, combined total responses were (56.5%) *Like Me* for 9<sup>th</sup> graders, 10 graders (68.0%) *Like Me*, and for 11<sup>th</sup> graders (75.0%) *Like Me*. Several responses recorded within the items in this subcategory indicated contrasting perceptions. For item 37, 9<sup>th</sup> grade students chose (58.8%) *Different from Me*, in comparison to 10<sup>th</sup> graders (50.0%) *Different from Me*, and (50.0%) *Like Me*, and 11<sup>th</sup> graders (75.0%) *Like Me*. Responses to Item 47 also indicated contrasting perceptions, 9<sup>th</sup> grade students chose (52.9%) *Different from Me*, in comparison to 10<sup>th</sup> graders (80.0%) *Like Me*, and 11<sup>th</sup> graders (87.5%) *Like Me*.

For combined total responses to four items in the second subcategory, reading for grades, 9<sup>th</sup> grade students selected (73.5%) *Like Me*, 10<sup>th</sup> grade (82.5%) *Like Me*, and 11<sup>th</sup> grade (87.5%) *Like Me*. Overall combined total responses for extrinsic motivation, which includes both subcategories was (64.1%) *Like Me*, for 9<sup>th</sup> graders, 10<sup>th</sup> grade (74.4%) *Like*

Me, and 11<sup>th</sup> grade (80.6%) *Like Me*. Data are presented in tables 4.17 – 4.19 on extrinsic motivation reading perceptions in African American students by grade level.

Table 4.17

*Expanded Responses - Extrinsic Motivation Reading Perceptions of 9<sup>th</sup> –11<sup>th</sup> grade African American (AA) Students by Grade Level (%)*

Survey Item		Very Different from Me	A Little Different from Me	A Little Like Me	A Lot Like Me
A. Recognition for Reading					
18. My parents often tell me what a good job I am doing in reading	9 <sup>th</sup> Grade	11.8 (n = 2)	35.3 (n = 6)	29.4 (n = 5)	23.5 (n = 4)
	10 <sup>th</sup> Grade	10.0 (n = 1)	20.0 (n = 2)	30.0 (n = 3)	40.0 (n = 4)
	11 <sup>th</sup> Grade	12.5 (n = 1)	12.5 (n = 1)	25.0 (n = 2)	50.0 (n = 4)
28. I like having the teacher say I read well	9 <sup>th</sup> Grade	17.6 (n = 3)	5.9 (n = 1)	41.2 (n = 7)	35.3 (n = 6)
	10 <sup>th</sup> Grade	20.0 (n = 2)	0.0 (n = 0)	30.0 (n = 3)	50.0 (n = 5)
	11 <sup>th</sup> Grade	25.0 (n = 2)	12.5 (n = 1)	0.0 (n = 0)	62.5 (n = 5)
37. My friends sometimes tell me I am a good reader	9 <sup>th</sup> Grade	29.4 (n = 5)	29.4 (n = 5)	29.4 (n = 5)	11.8 (n = 2)
	10 <sup>th</sup> Grade	20.0 (n = 2)	30.0 (n = 3)	20.0 (n = 2)	30.0 (n = 3)
	11 <sup>th</sup> Grade	12.5 (n = 1)	12.5 (n = 1)	25.0 (n = 2)	50.0 (n = 4)

43. I like to get compliments for my reading	9 <sup>th</sup> Grade	11.8 (n = 2)	23.5 (n = 4)	29.4 (n = 5)	35.3 (n = 6)
	10 <sup>th</sup> Grade	30.0 (n = 3)	10.0 (n = 1)	20.0 (n = 2)	40.0 (n = 4)
	11 <sup>th</sup> Grade	12.5 (n = 1)	12.5 (n = 1)	37.5 (n = 3)	37.5 (n = 3)
47. I am happy when someone recognizes my reading	9 <sup>th</sup> Grade	17.6 (n = 3)	35.3 (n = 6)	23.5 (n = 4)	23.5 (n = 4)
	10 <sup>th</sup> Grade	10.0 (n = 1)	20.0 (n = 1)	40.0 (n = 4)	40.0 (n = 4)
	11 <sup>th</sup> Grade	12.5 (n = 1)	0.0 (n = 0)	37.5 (n = 3)	50.0 (n = 4)
B. Reading for Grades					
3. I read to improve my grades	9 <sup>th</sup> Grade	5.9 (n = 1)	11.8 (n = 2)	35.3 (n = 6)	47.1 (n = 8)
	10 <sup>th</sup> Grade	0.0 (n = 0)	20.0 (n = 2)	30.0 (n = 3)	50.0 (n = 5)
	11 <sup>th</sup> Grade	0.0 (n = 0)	12.5 (n = 1)	37.5 (n = 3)	50.0 (n = 4)
38. Grades are a good way to see how well you are doing in reading	9 <sup>th</sup> Grade	0.0 (n = 0)	11.8 (n = 2)	29.4 (n = 5)	58.8 (n = 10)
	10 <sup>th</sup> Grade	10.0 (n = 1)	10.0 (n = 1)	10.0 (n = 1)	70.0 (n = 7)
	11 <sup>th</sup> Grade	12.5 (n = 1)	0.0 (n = 0)	25.0 (n = 2)	62.5 (n = 5)
50. I look forward to finding out my reading grade	9 <sup>th</sup> Grade	5.9 (n = 1)	23.5 (n = 4)	23.5 (n = 4)	47.1 (n = 8)

53. My parents ask me about my reading grade	10 <sup>th</sup> Grade	0.0 (n = 0)	0.0 (n = 0)	40.0 (n = 4)	60.0 (n = 6)
	11 <sup>th</sup> Grade	0.0 (n = 0)	0.0 (n = 0)	25.0 (n = 2)	75.0 (n = 6)
	9 <sup>th</sup> Grade	23.5 (n = 4)	23.5 (n = 4)	17.6 (n = 3)	35.3 (n = 6)
	10 <sup>th</sup> Grade	20.0 (n = 2)	10.0 (n = 1)	30.0 (n = 3)	40.0 (n = 4)
	11 <sup>th</sup> Grade	12.5 (n = 1)	12.5 (n = 1)	37.5 (n = 3)	37.5 (n = 3)

Table 4.18

*Collapsed Responses - Extrinsic Motivation Reading Perceptions of 9<sup>th</sup>–11<sup>th</sup> grade African American (AA) Students by Grade Level (%)*

Survey Item		Different from Me	Like Me
A. Recognition for Reading			
18. My parents often tell me what a good job I am doing in reading	9 <sup>th</sup> Grade	47.1 (n = 8)	52.9 (n = 9)
	10 <sup>th</sup> Grade	30.0 (n = 3)	70.0 (n = 7)
	11 <sup>th</sup> Grade	25.0 (n = 2)	75.0 (n = 6)
28. I like having the teacher say I read well	9 <sup>th</sup> Grade	23.5 (n = 4)	76.5 (n = 13)
	10 <sup>th</sup> Grade	20.0 (n = 2)	80.0 (n = 8)
	11 <sup>th</sup> Grade	37.5 (n = 3)	62.5 (n = 5)

37. My friends sometimes tell me I am a good reader	9 <sup>th</sup> Grade	58.8 (n = 10)	41.2 (n = 7)
	10 <sup>th</sup> Grade	50.0 (n = 5)	50.0 (n = 5)
	11 <sup>th</sup> Grade	25.0 (n = 2)	75.0 (n = 6)
43. I like to get compliments for my reading	9 <sup>th</sup> Grade	35.3 (n = 6)	64.7 (n = 11)
	10 <sup>th</sup> Grade	40.0 (n = 4)	60.0 (n = 6)
	11 <sup>th</sup> Grade	25.0 (n = 2)	75.0 (n = 6)
47. I am happy when someone recognizes my reading	9 <sup>th</sup> Grade	52.9 (n = 9)	47.1 (n = 8)
	10 <sup>th</sup> Grade	20.0 (n = 2)	80.0 (n = 8)
	11 <sup>th</sup> Grade	12.5 (n = 1)	87.5 (n = 7)
B. Reading for Grades			
3. I read to improve my grades	9 <sup>th</sup> Grade	17.6 (n = 3)	82.4 (n = 14)
	10 <sup>th</sup> Grade	20.0 (n = 2)	80.0 (n = 8)
	11 <sup>th</sup> Grade	12.5 (n = 1)	87.5 (n = 7)
38. Grades are a good way to see how well you are doing in reading	9 <sup>th</sup> Grade	11.8 (n = 2)	88.2 (n = 15)

50. I look forward to finding out my reading grade	10 <sup>th</sup> Grade	20.0 (n = 2)	80.0 (n = 8)
	11 <sup>th</sup> Grade	12.5 (n = 1)	87.5 (n = 7)
	9 <sup>th</sup> Grade	29.4 (n = 5)	70.6 (n = 12)
53. My parents ask me about my reading grade	10 <sup>th</sup> Grade	0.0 (n = 0)	100.0 (n = 10)
	11 <sup>th</sup> Grade	0.0 (n = 0)	100.0 (n = 8)
	9 <sup>th</sup> Grade	47.1 (n = 8)	52.9 (n = 9)
	10 <sup>th</sup> Grade	30.0 (n = 3)	70.0 (n = 7)
	11 <sup>th</sup> Grade	25.0 (n = 2)	75.0 (n = 6)

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Table 4.19

*Collapsed Responses - Combined Total Responses of Extrinsic Motivation Reading Perceptions of 9<sup>th</sup>–11<sup>th</sup> grade African American (AA) Students by Grade Level (%)*

Combined Survey Items		Different from Me	Like Me
A. Recognition for Reading (Questions 18, 28, 37, 43, 47)			
	9 <sup>th</sup> Grade	43.5 (n = 37)	56.5 (n = 48)
	10 <sup>th</sup> Grade	32.0 (n = 16)	68.0 (n = 34)
	11 <sup>th</sup> Grade	25.0 (n = 10)	75.0 (n = 30)
B. Reading for Grades (Questions 3,38,50,53)			
	9 <sup>th</sup> Grade	26.5 (n = 18)	73.5 (n = 50)
	10 <sup>th</sup> Grade	17.5 (n = 7)	82.5 (n = 33)
	11 <sup>th</sup> Grade	12.5 (n = 4)	87.5 (n = 28)
C. Extrinsic Motivation (Recognition for Reading, Reading for Grades)			
	9 <sup>th</sup> Grade	35.9 (n = 55)	64.1 (n = 98)
	10 <sup>th</sup> Grade	25.6 (n = 23)	74.4 (n = 67)
	11 <sup>th</sup> Grade	19.4 (n = 14)	80.6 (n = 58)

## Social Reasons for Reading by Gender

**African American males.** Ninth through eleventh grade African American (AA) male responses were analyzed for social reasons for reading, a subcategory of social reasons for reading. AA male students selected (66.7%) *Different from Me*, when answering item 11: I visit the library often with my family. Students selected (75.0%) *Different from Me*, in response to reading to a brother or sister and students also responded with (58.3%) *Different from Me*, in response to trading things to read with friends. For item 39: I like to help my friends with their schoolwork in reading, students selected (75.0%) *Like Me*. Over half of the AA students selected (66.7%) *Different from Me* for item 42: I sometimes read to my parents. When talking to friends about reading, students chose (66.7%) *Like Me* and selected (66.7%) *Like Me* when telling their family about what they are reading.

The second subcategory of social reasons for reading, competition, was also assessed. AA male students selected (66.7%) *Different from Me* when answering item 1: I like being the best at reading. Students chose (75.0%) *Like Me* for item 9: I try to get more answers right than my friends. For item 41: I am willing to work hard to read better than my friends, students selected (75.0%) *Like Me*. AA male students responded with (66.7%) *Like Me* on the importance of seeing their names on a list of good readers. For item 49: I like being the only one who knows an answer in something we read, students selected (75.0%) *Like Me*. When finishing reading work before other students, students responded with (66.7%) *Like Me*.

The third subcategory of social reasons for reading addresses compliance. Male students selected (58.3%) *Like Me* for reading because they have to. In response to doing as little schoolwork as possible in reading, students responded with (83.3%) *Different from Me*. Students responded with (75.0%) *Like Me* to item 36 which addresses the



importance of finishing every reading assignment. AA male students selected (83.3%) *Like Me* for always try to finish reading on time. For item 51: I always do work exactly as the teacher wants it, AA male students responded with (66.7%) *Like Me*.

The final subcategory under social reasons for reading is reading work avoidance. For item 13: I don't like reading something when the words are too difficult, students responded with (58.3%) *Like Me*. AA male students selected (58.3%) *Like Me* in response to item 24: I don't like vocabulary questions. Students responded to item 32: Complicated stories are no fun to read with (66.7%) *Different from Me*. Responses to item 40: I don't like it when there are too many people in the story, were equally split and students chose (50.0%) *Different from Me*, and (50.0%) *Like Me*.

**African American females.** Ninth through eleventh grade African American female responses were also analyzed under social reasons for reading, a sub reading motivation category. AA female students selected (73.9%) *Different from Me*, when answering item 11: I visit the library often with my family. Students selected (69.6%) *Different from Me*, in response to reading to a brother or sister and students also responded with (69.6%) *Different from Me*, in response to trading things to read with friends. For item 39: I like to help my friends with their schoolwork in reading, AA students selected (69.6%) *Like Me*. Students selected (65.2%) *Different from Me* for item 42: I sometimes read to my parents. When talking to friends about reading, students selected (56.5%) *Different from Me*. Students responded with (52.2%) *Like Me* for telling their family about what they are reading.

The second subcategory of social reasons for reading, competition, was also assessed in African American females. AA female students selected (87.0%) *Like Me* when answering item 1: I like being the best at reading. Students chose (56.5%) *Like Me* for item 9: I try to get more answers right than my friends. For item 41: I am willing to

work hard to read better than my friends, students selected (73.9%) *Like Me*. Students responded with (65.2%) *Like Me* on the importance of seeing their names on a list of good readers. For item 49: I like being the only one who knows an answer in something we read, students selected (69.6%) *Like Me*. When finishing reading work before other students, male students (69.6%) responded with *Like Me*.

The third subcategory of social reasons for reading addresses compliance. In response to item 23: I read because I have to, female students selected (56.5%) *Different from Me*. For item 34: I do as little schoolwork as possible in reading, students responded with (65.2%) *Different from Me*. Students responded with (82.6%) *Like Me* to item 36 which addresses the importance of finishing every reading assignment. AA female students selected (78.3%) *Like Me* for always try to finish reading on time. For item 51: I always do work exactly as the teacher wants it, AA students also responded with (78.3%) *Like Me*.

The final subcategory under social reasons for reading is reading work avoidance. For item 13: I don't like reading something when the words are too difficult, AA female students responded with (52.2 %) *Like Me*. Students selected (60.9%) *Different from Me* in response to item 24: I don't like vocabulary questions. Students responded to item 32: Complicated stories are no fun to read with (56.5%) *Like Me*. Students responded to item 40: I don't like it when there are too many people in the story with (56.5%) *Different from Me*.

**Combined total responses and student comparison.** Social reasons for reading consist of four subcategories: social reasons for reading, competition, compliance, and reading work avoidance. Relating to social reasons for reading, African American 9<sup>th</sup>-11<sup>th</sup> grade males and females combined total responses were (51.2%) *Different from Me* for males and (59.0%) *Different from Me* for females. Responses to item 45 indicated

contrasting perceptions with males selecting (66.7%) *Like Me*, and females (56.5%) *Different from Me*.

For reading competition, male students selected (65.3%) *Like Me* in comparison to the female students who selected (70.3%) *Like Me*. Responses to item 1 indicated contrasting perceptions with males selecting (66.7%) *Different from Me*, and females (87.0%) *Like Me*. In the third subcategory, compliance, male students responded with (60.0%) *Like Me*, in comparison to female students who selected (63.5%) *Like Me*. Responses to item 23 indicated contrasting perceptions with males selecting (58.3%) *Like Me*, and females (56.5%) *Different from Me*.

For the last subcategory, reading work avoidance, male student responses were equal with (50.0%) *Different from Me* and (50.0%) *Like Me*. Female students responded with (52.2%) *Different from Me*. Responses to item 24 indicated contrasting perceptions with males selecting (58.3%) *Like Me*, and females (60.9%) *Different from Me*. Responses to item 32 also indicated contrasting perceptions with males selecting (66.7%) *Different from Me*, and females (56.5%) *Like Me*. Overall combined, selected responses for social reasons for reading, including all subcategories, for African American male was (56.1%) *Like Me*, in comparison to African American females who selected (55.3%) *Like Me*. Tables 4.20 – 4.22 show frequencies and percentages of African American reading perceptions on social reasons for reading, by gender.

Table 4.20

*Expanded Responses - Social Reasons Reading Perceptions of 9<sup>th</sup> –11<sup>th</sup> grade African American (AA) Students by Gender (%)*

Survey Item		Very Different from Me	A Little Different from Me	A Little Like Me	A Lot Like Me
A. Social Reasons for Reading					
11. I visit the library often with my family	AA Male	66.7 (n = 8)	0.0 (n = 0)	16.7 (n = 2)	16.7 (n = 2)
	AA Female	43.5 (n = 10)	30.4 (n = 7)	26.1 (n = 6)	0.0 (n = 0)
26. I often read to my brother or my sister	AA Male	75.0 (n = 9)	0.0 (n = 0)	8.3 (n = 1)	16.7 (n = 2)
	AA Female	56.5 (n = 13)	13.0 (n = 3)	21.7 (n = 5)	8.7 (n = 2)
31. My friends and I like to trade things to read	AA Male	41.7 (n = 5)	16.7 (n = 2)	25.0 (n = 3)	16.7 (n = 2)
	AA Female	39.1 (n = 9)	30.4 (n = 7)	17.4 (n = 4)	13.0 (n = 3)
39. I like to help my friends with their schoolwork in reading	AA Male	16.7 (n = 2)	8.3 (n = 1)	16.7 (n = 2)	58.3 (n = 7)
	AA Female	17.4 (n = 4)	13.0 (n = 3)	39.1 (n = 9)	30.4 (n = 7)
42. I sometimes read to my parents	AA Male	50.0 (n = 6)	16.7 (n = 2)	8.3 (n = 1)	25.0 (n = 3)
	AA Female	47.8 (n = 11)	17.4 (n = 4)	26.1 (n = 6)	8.7 (n = 2)
45. I talk to my friends about what I am reading	AA Male	25.0 (n = 3)	8.3 (n = 1)	41.7 (n = 5)	25.0 (n = 3)

	AA Female	30.4 (n = 7)	26.1 (n = 6)	21.7 (n = 5)	21.7 (n = 5)
48. I like to tell my family about what I am reading	AA Male	33.3 (n = 4)	0.0 (n = 0)	25.0 (n = 3)	41.7 (n = 5)
	AA Female	26.1 (n = 6)	21.7 (n = 5)	21.7 (n = 5)	30.4 (n = 7)
B. Competition in Reading					
1. I like being the best at reading	AA Male	25.0 (n = 3)	41.7 (n = 5)	8.3 (n = 1)	25.0 (n = 3)
	AA Female	0.0 (n = 0)	13.0 (n = 3)	52.2 (n = 12)	34.8 (n = 8)
9. I try to get more answers right than my friends	AA Male	16.7 (n = 2)	8.3 (n = 1)	16.7 (n = 2)	58.3 (n = 7)
	AA Female	8.7 (n = 2)	34.8 (n = 8)	17.4 (n = 4)	39.1 (n = 9)
41. I am willing to work hard to read better than my friends	AA Male	16.7 (n = 2)	8.3 (n = 1)	33.3 (n = 4)	41.7 (n = 5)
	AA Female	8.7 (n = 2)	17.4 (n = 4)	47.8 (n = 11)	26.1 (n = 6)
44. It is important for me to see my name on a list of good readers	AA Male	25.0 (n = 3)	8.3 (n = 1)	8.3 (n = 1)	58.3 (n = 7)
	AA Female	17.4 (n = 4)	17.4 (n = 4)	21.7 (n = 5)	43.5 (n = 10)
49. I like being the only one who knows an answer in something we read	AA Male	25.0 (n = 3)	0.0 (n = 0)	33.3 (n = 4)	41.7 (n = 5)
	AA Female	4.3 (n = 1)	26.1 (n = 6)	30.4 (n = 7)	39.1 (n = 9)
52. I like to finish my reading before other students	AA Male	16.7 (n = 2)	16.7 (n = 2)	41.7 (n = 5)	25.0 (n = 3)

	AA Female	4.3 (n = 1)	26.1 (n = 6)	21.7 (n = 5)	47.8 (n = 11)
C. Compliance					
23. I read because I have to	AA	33.3	8.3	16.7	41.7
	Male	(n = 4)	(n = 1)	(n = 2)	(n = 5)
	AA	39.1	17.4	21.7	21.7
	Female	(n = 9)	(n = 4)	(n = 5)	(n = 5)
34. I do as little schoolwork as possible in reading	AA	41.7	41.7	8.3	8.3
	Male	(n = 5)	(n = 5)	(n = 1)	(n = 1)
	AA	39.1	26.1	17.4	17.4
	Female	(n = 9)	(n = 6)	(n = 4)	(n = 4)
36. Finishing every reading assignment is very important to me	AA	8.3	16.7	25.0	50.0
	Male	(n = 1)	(n = 2)	(n = 3)	(n = 6)
	AA	8.7	8.7	34.8	47.8
	Female	(n = 2)	(n = 2)	(n = 8)	(n = 11)
46. I always try to finish my reading on time	AA	8.3	8.3	33.3	50.0
	Male	(n = 1)	(n = 1)	(n = 4)	(n = 6)
	AA	13.0	8.7	30.4	47.8
	Female	(n = 3)	(n = 2)	(n = 7)	(n = 11)
51. I always do my reading work exactly as the teacher wants it	AA	16.7	16.7	16.7	50.0
	Male	(n = 2)	(n = 2)	(n = 2)	(n = 6)
	AA	4.3	17.4	39.1	39.1
	Female	(n = 1)	(n = 4)	(n = 9)	(n = 9)
D. Reading Work Avoidance					
13. I don't like reading something when the words are too difficult	AA	16.7	25.0	33.3	25.0
	Male	(n = 2)	(n = 3)	(n = 4)	(n = 3)
	AA	34.8	13.0	39.1	13.0
	Female	(n = 8)	(n = 3)	(n = 9)	(n = 3)

24. I don't like vocabulary questions	AA Male	33.3 (n = 4)	8.3 (n = 1)	25.0 (n = 3)	33.3 (n = 4)
	AA Female	26.1 (n = 6)	34.8 (n = 8)	26.1 (n = 6)	13.0 (n = 3)
32. Complicated stories are no fun to read	AA Male	33.3 (n = 4)	33.3 (n = 4)	16.7 (n = 2)	16.7 (n = 2)
	AA Female	21.7 (n = 5)	21.7 (n = 5)	26.1 (n = 6)	30.4 (n = 7)
40. I don't like it when there are too many people in the story	AA Male	41.7 (n = 5)	8.3 (n = 1)	8.3 (n = 1)	41.7 (n = 5)
	AA Female	39.1 (n = 9)	17.4 (n = 4)	21.7 (n = 5)	21.7 (n = 5)

Table 4.21

*Collapsed Responses - Social Reasons Reading Perceptions of 9<sup>th</sup> –11<sup>th</sup> grade African American (AA) Students by Gender (%)*

Survey Item		Different from Me	Like Me
A. Social Reasons for Reading			
11. I visit the library often with my family	AA Male	66.7 (n = 8)	33.3 (n = 4)
	AA Female	73.9 (n = 17)	26.1 (n = 6)
26. I often read to my brother or my sister	AA Male	75.0 (n = 9)	25.0 (n = 3)
	AA Female	69.6 (n = 16)	30.4 (n = 7)
31. My friends and I like to trade things to read	AA Male	58.3 (n = 7)	41.7 (n = 5)

	AA Female	69.6 (n = 16)	30.4 (n = 7)
39. I like to help my friends with their schoolwork in reading	AA Male	25.0 (n = 3)	75.0 (n = 9)
	AA Female	30.4 (n = 7)	69.6 (n = 16)
42. I sometimes read to my parents	AA Male	66.7 (n = 8)	33.3 (n = 4)
	AA Female	65.2 (n = 15)	34.8 (n = 8)
45. I talk to my friends about what I am reading	AA Male	33.3 (n = 4)	66.7 (n = 8)
	AA Female	56.5 (n = 13)	43.5 (n = 10)
48. I like to tell my family about what I am reading	AA Male	33.3 (n = 4)	66.7 (n = 8)
	AA Female	47.8 (n = 11)	52.2 (n = 12)
B. Competition in Reading			
1. I like being the best at reading	AA Male	66.7 (n = 8)	33.3 (n = 4)
	AA Female	13.0 (n = 3)	87.0 (n = 20)
9. I try to get more answers right than my friends	AA Male	25.0 (n = 3)	75.0 (n = 9)
	AA Female	43.5 (n = 10)	56.5 (n = 13)
41. I am willing to work hard to read better than my friends	AA Male	25.0 (n = 3)	75.0 (n = 9)



	AA Female	26.1 (n = 6)	73.9 (n = 17)
44. It is important for me to see my name on a list of good readers	AA Male	33.3 (n = 4)	66.7 (n = 8)
	AA Female	34.8 (n = 8)	65.2 (n = 15)
49. I like being the only one who knows an answer in something we read	AA Male	25.0 (n = 3)	75.0 (n = 9)
	AA Female	30.4 (n = 7)	69.6 (n = 16)
52. I like to finish my reading before other students	AA Male	33.3 (n = 4)	66.7 (n = 8)
	AA Female	30.4 (n = 7)	69.6 (n = 16)
C. Compliance			
23. I read because I have to	AA Male	41.7 (n = 5)	58.3 (n = 7)
	AA Female	56.5 (n = 13)	43.5 (n = 10)
34. I do as little schoolwork as possible in reading	AA Male	83.3 (n = 10)	16.7 (n = 2)
	AA Female	65.2 (n = 15)	34.8 (n = 8)
36. Finishing every reading assignment is very important to me	AA Male	25.0 (n = 3)	75.0 (n = 9)
	AA Female	17.4 (n = 4)	82.6 (n = 19)

46. I always try to finish my reading on time	AA Male	16.7 (n = 2)	83.3 (n = 10)
	AA Female	21.7 (n = 5)	78.3 (n = 18)
51. I always do my reading work exactly as the teacher wants it	AA Male	33.3 (n = 4)	66.7 (n = 8)
	AA Female	21.7 (n = 5)	78.3 (n = 18)
D. Reading Work Avoidance			
13. I don't like reading something when the words are too difficult	AA Male	41.7 (n = 5)	58.3 (n = 7)
	AA Female	47.8 (n = 11)	52.2 (n = 12)
24. I don't like vocabulary questions	AA Male	41.7 (n = 5)	58.3 (n = 7)
	AA Female	60.9 (n = 14)	39.1 (n = 9)
32. Complicated stories are no fun to read	AA Male	66.7 (n = 8)	33.3 (n = 4)
	AA Female	43.5 (n = 10)	56.5 (n = 13)
40. I don't like it when there are too many people in the story	AA Male	50.0 (n = 6)	50.0 (n = 6)
	AA Female	56.5 (n = 13)	43.5 (n = 10)

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Table 4.22

*Collapsed Responses – Combined Total Responses of Social Reasons Reading Perceptions in 9<sup>th</sup>–11<sup>th</sup> grade African American (AA) Students by Gender (%)*

Combined Survey Items		Different from Me	Like Me
A. Social Reasons for Reading (Questions 11, 26, 31, 39, 42, 45, 48)			
	AA Male	51.2 (n = 43)	48.8 (n = 41)
	AA Female	59.0 (n = 95)	41.0 (n = 66)
B. Competition (Questions 1, 9, 41, 44, 49, 52)			
	AA Male	34.7 (n = 25)	65.3 (n = 47)
	AA Female	29.7 (n = 41)	70.3 (n = 97)
C. Compliance (Questions 23, 34, 36, 46, 51)			
	AA Male	40.0 (n = 24)	60.0 (n = 36)
	AA Female	36.5 (n = 42)	63.5 (n = 73)
D. Reading Work Avoidance (Questions 13, 24, 32, 40)			
	AA Male	50.0 (n = 24)	50.0 (n = 24)
	AA Female	52.2 (n = 48)	47.8 (n = 44)

E. Social Reasons for Reading  
(Social Reasons for Reading, Competition, Compliance, Reading  
Work Avoidance)

AA Male	43.9 (n = 116)	56.1 (n = 148)
AA Female	44.7 (n = 226)	55.3 (n = 280)

**Social Reasons for Reading by Grade Level**

**Grade 9.** Ninth grade AA responses were analyzed for social reasons for reading, a sub reading motivation category. Students selected (76.5%) *Different from Me*, when answering item 11: I visit the library often with my family. Students selected (76.5%) *Different from Me*, in response to reading to a brother or sister, and students also responded with (64.7%) *Different from Me*, in response to trading things to read with friends. For item 39: I like to help my friends with their schoolwork in reading, students selected (64.7%) *Like Me*. Grade 9 students selected (70.6%) *Different from Me* for item 42: I sometimes read to my parents. When talking to friends about reading, students chose (52.9%) *Different from Me* and selected (58.8%) *Like Me* when telling their family about what they are reading.

The second subcategory of social reasons for reading, competition, was also assessed. Ninth grade selected (64.7%) *Like Me* when answering item 1: I like being the best at reading. Students chose (52.9%) *Different from Me* for item 9: I try to get more answers right than my friends. For item 41: I am willing to work hard to read better than my friends, students selected (70.6%) *Like Me*. Students responded with (52.9%) *Like Me* on the importance of seeing their names on a list of good readers. For item 49: I like being the only one who knows an answer in something we read, students selected (64.7%) *Like Me*. When finishing reading work before other students, students responded with (64.7%) *Like Me*.

The third subcategory of social reasons for reading addresses compliance. Grade 9 students selected (52.9%) *Different from Me* for reading because they have to. In response to doing as little schoolwork as possible in reading, students responded with (64.7%) *Different from Me*. Students responded with (82.4%) *Like Me* to item 36 which addresses the importance of finishing every reading assignment. Students selected (70.6%) *Like Me* for always try to finish reading on time. For item 51: I always do work exactly as the teacher wants it, students responded with (58.8%) *Like Me*.

The final subcategory under social reasons for reading is reading work avoidance. For item 13: I don't like reading something when the words are too difficult, students responded with (64.7%) *Like Me*. Students selected (52.9%) *Different from Me* in response to item 24: I don't like vocabulary questions. Students responded to item 32: Complicated stories are no fun to read with (52.9%) *Different from Me*. Responses to item 40: I don't like it when there are too many people in the story, were (64.7%) *Different from Me*.

**Grade 10.** Tenth grade African American responses were also analyzed under social reasons for reading, a sub reading motivation category. Students selected (60.0%) *Different from Me*, when answering item 11: I visit the library often with my family. Students selected (70.0%) *Different from Me*, in response to reading to a brother or sister and students also responded with (80.0%) *Different from Me*, in response to trading things to read with friends. For item 39: I like to help my friends with their schoolwork in reading, AA students selected (70.0%) *Like Me*. Students selected (60.0%) *Different from Me* for item 42: I sometimes read to my parents. When talking to friends about reading, student responses were equally split with (50.0%) *Different from Me* and (50.0%) *Like Me*. Students responded with (60.0%) *Like Me* for telling their family about what they are reading.

The second subcategory of social reasons for reading, competition, was also assessed in African American 10<sup>th</sup> graders. Students selected (80.0%) *Like Me* when answering item 1: I like being the best at reading. Students chose (70.0%) *Like Me* for item 9: I try to get more answers right than my friends. For item 41: I am willing to work hard to read better than my friends, students selected (70.0%) *Like Me*. Students responded with (80.0%) *Like Me* on the importance of seeing their names on a list of good readers. For item 49: I like being the only one who knows an answer in something we read, students selected (80.0%) *Like Me*. When finishing reading work before other students, male students responded with (90.0%) *Like Me*.

The third subcategory of social reasons for reading addresses compliance. In response to item 23: I read because I have to, student responses were split with (50.0%) *Different from Me* and (50.0%) *Like Me*. For item 34: I do as little schoolwork as possible in reading, students responded with (80.0%) *Different from Me*. Students responded with (80.0%) *Like Me* to item 36 which addresses the importance of finishing every reading assignment. AA students selected (90.0%) *Like Me* for always try to finish reading on time. For item 51: I always do work exactly as the teacher wants it, AA students also responded with (90.0%) *Like Me*.

The final subcategory under social reasons for reading is reading work avoidance. For item 13: I don't like reading something when the words are too difficult, AA students responded with (60.0%) *Different from Me*. Students selected (70.0%) *Different from Me* in response to item 24: I don't like vocabulary questions. Students responded to item 32: Complicated stories are no fun to read with (60.0%) *Different from Me*. Students responded equally to item 40: I don't like it when there are too many people in the story with (50.0%) *Different from Me* and (50.0%) *Like Me*.

**Grade 11.** Eleventh grade African American responses were also analyzed under social reasons for reading. AA students selected (75.0%) *Different from Me*, when answering item 11: I visit the library often with my family. Students selected (62.5%) *Different from Me*, in response to reading to a brother or sister. Students responded equally with (50.0%) *Different from Me*, and (50.0%) *Like Me*, in response to trading things to read with friends. For item 39: I like to help my friends with their schoolwork in reading, AA students selected (87.5%) *Like Me*. Students selected (62.5%) *Different from Me* for item 42: I sometimes read to my parents. When talking to friends about reading, students selected (62.5%) *Like Me*. Students responded equally with (50.0%) *Different from Me* and (50.0%) *Like Me* for telling their family about what they are reading.

The second subcategory of social reasons for reading, competition, was also assessed in African Americans. AA students selected (62.5%) *Like Me* when answering item 1: I like being the best at reading. Students chose (87.5%) *Like Me* for item 9: I try to get more answers right than my friends. For item 41: I am willing to work hard to read better than my friends, students selected (87.5%) *Like Me*. Students responded with (75.0%) *Like Me* on the importance of seeing their names on a list of good readers. For item 49: I like being the only one who knows an answer in something we read, students selected (75.0%) *Like Me*. When finishing reading work before other students, students responded equally with (50.0%) *Different from Me* and (50.0%) *Like Me*.

The third subcategory of social reasons for reading addresses compliance. In response to item 23: I read because I have to, students equally selected (50.0%) *Different from Me* and (50.0%) *Like Me*. For item 34: I do as little schoolwork as possible in reading, students responded with (75.0%) *Different from Me*. Students responded with (75.0%) *Like Me* to item 36 which addresses the importance of finishing every reading assignment. AA students selected (87.5%) *Like Me* for always try to finish reading on

time. For item 51: I always do work exactly as the teacher wants it, AA students also responded with (87.5%) *Like Me*.

The final subcategory under social reasons for reading is reading work avoidance. For item 13: I don't like reading something when the words are too difficult, AA students responded equally with (50.0 %) *Different from Me* and (50.0%) *Like Me*. Students selected (62.5%) *Like Me* in response to item 24: I don't like vocabulary questions. Students responded to item 32: Complicated stories are no fun to read with (62.5%) *Like Me*. Students responded to item 40: I don't like it when there are too many people in the story with (62.5%) *Like Me*.

**Combined total responses and student comparison.** Social reasons for reading consist of four subcategories: social reasons for reading, competition, compliance, and reading work avoidance. Relating to social reasons for reading, African American females combined total responses were (59.7%) *Different from Me* for 9<sup>th</sup> grade, 10<sup>th</sup> grade (55.7%) *Different from Me*, and equally split for 11<sup>th</sup> grade (50.0%) *Different from Me* and (50.0%) *Like Me*. Responses to item 45 indicated contrasting perceptions with 9<sup>th</sup> graders selecting (52.9%) *Different from Me*, 10<sup>th</sup> graders (50.0%) *Different from Me* and (50.0%) *Like Me*, and 11<sup>th</sup> graders with (62.5%) *Like Me*.

For reading competition, grade 9 students selected (60.8%) *Like Me*, grade 10 (78.3%) *Like Me*, and grade 11 (72.9%) *Like Me*. In the third subcategory, compliance, students responded with (58.8%) *Like Me* for 9<sup>th</sup> grade, 10<sup>th</sup> grade (66.0%) *Like Me*, and 11<sup>th</sup> grade (65.0%) *Like Me*. For the last subcategory, reading work avoidance, grade 9 students responded with (51.5%) *Different from Me* , and grade 10 (60.0%) *Different from Me* , in comparison to grade 11 (59.4%) *Like Me*. Responses to item 13 indicated contrasting perceptions with grade 9 students selecting (64.7%) *Like Me*, 10<sup>th</sup> grade (60.0%) *Different from Me* , and 11<sup>th</sup> grade (50.0%) *Different from Me* and (50.0%) *Like*



*Me*. Responses to item 24 indicated contrasting perceptions with 9<sup>th</sup> graders selecting (52.9%) *Different from Me* , 10<sup>th</sup> graders (70.0%) *Different from Me* , and 11<sup>th</sup> graders (62.5%) *Like Me*. Responses to item 32 also indicated contrasting perceptions with 9<sup>th</sup> graders selecting (52.9%) *Different from Me* , 10<sup>th</sup> graders (60.0%) *Different from Me* , and 11<sup>th</sup> graders (62.5%) *Like Me*. Responses to item 40 indicated contrasting perceptions as well with 9<sup>th</sup> graders selecting (64.7%) *Different from Me*, 10<sup>th</sup> graders (50.0%) *Different from Me* and (50.0%) *Like Me*, and 11<sup>th</sup> graders (62.5%) *Like Me*. Overall combined, responses for social reasons for reading, including all subcategories, for African Americans (51.6%) *Like Me* for 9<sup>th</sup> graders, 10<sup>th</sup> graders (57.7%) *Like Me*, and 11<sup>th</sup> graders (61.4%) *Like Me*. Data is presented on tables 4.23 – 4.25 on African American students reading perceptions of social reasons for reading, by grade level.

Table 4.23

*Expanded Responses - Social Reasons Reading Perceptions of 9<sup>th</sup> –11<sup>th</sup> grade African American (AA) Students by Grade Level (%)*

Survey Item		Very Different from Me	A Little Different from Me	A Little Like Me	A Lot Like Me
A. Social Reasons for Reading					
11. I visit the library often with my family	9 <sup>th</sup> Grade	52.9 (n = 9)	23.5 (n = 4)	17.6 (n = 3)	5.9 (n = 1)
	10 <sup>th</sup> Grade	30.0 (n = 3)	30.0 (n = 3)	40.0 (n = 4)	0.0 (n = 0)
	11 <sup>th</sup> Grade	75.0 (n = 6)	0.0 (n = 0)	12.5 (n = 1)	12.5 (n = 1)

26. I often read to my brother or my sister	9 <sup>th</sup> Grade	64.7 (n = 11)	11.8 (n = 2)	17.6 (n = 3)	5.9 (n = 1)
	10 <sup>th</sup> Grade	60.0 (n = 6)	10.0 (n = 1)	20.0 (n = 2)	10.0 (n = 1)
	11 <sup>th</sup> Grade	62.5 (n = 5)	0.0 (n = 0)	12.5 (n = 1)	25.0 (n = 2)
31. My friends and I like to trade things to read	9 <sup>th</sup> Grade	47.1 (n = 8)	17.6 (n = 3)	23.5 (n = 4)	11.8 (n = 2)
	10 <sup>th</sup> Grade	30.0 (n = 3)	50.0 (n = 5)	10.0 (n = 1)	10.0 (n = 1)
	11 <sup>th</sup> Grade	37.5 (n = 3)	12.5 (n = 1)	25.0 (n = 2)	25.0 (n = 2)
39. I like to help my friends with their schoolwork in reading	9 <sup>th</sup> Grade	23.5 (n = 4)	11.8 (n = 2)	35.3 (n = 6)	29.4 (n = 5)
	10 <sup>th</sup> Grade	10.0 (n = 1)	20.0 (n = 2)	50.0 (n = 5)	20.0 (n = 2)
	11 <sup>th</sup> Grade	12.5 (n = 1)	0.0 (n = 0)	0.0 (n = 0)	87.5 (n = 7)
42. I sometimes read to my parents	9 <sup>th</sup> Grade	52.9 (n = 9)	17.6 (n = 3)	17.6 (n = 3)	11.8 (n = 2)
	10 <sup>th</sup> Grade	40.0 (n = 4)	20.0 (n = 2)	30.0 (n = 3)	10.0 (n = 1)
	11 <sup>th</sup> Grade	50.0 (n = 4)	12.5 (n = 1)	12.5 (n = 1)	25.0 (n = 2)
45. I talk to my friends about what I am reading	9 <sup>th</sup> Grade	29.4 (n = 5)	23.5 (n = 4)	29.4 (n = 5)	17.6 (n = 3)
	10 <sup>th</sup> Grade	30.0 (n = 3)	20.0 (n = 2)	20.0 (n = 2)	30.0 (n = 3)
		25.0	12.5	37.5	25.0

	11 <sup>th</sup> Grade	(n = 2)	(n = 1)	(n = 3)	(n = 2)
48. I like to tell my family about what I am reading	9 <sup>th</sup> Grade	29.4 (n = 5)	11.8 (n = 2)	23.5 (n = 4)	35.3 (n = 6)
	10 <sup>th</sup> Grade	30.0 (n = 3)	10.0 (n = 1)	20.0 (n = 2)	40.0 (n = 4)
	11 <sup>th</sup> Grade	25.0 (n = 2)	25.0 (n = 2)	25.0 (n = 2)	25.0 (n = 2)
B. Competition in Reading					
1. I like being the best at reading	9 <sup>th</sup> Grade	11.8 (n = 2)	23.5 (n = 4)	52.9 (n = 9)	11.8 (n = 2)
	10 <sup>th</sup> Grade	0.0 (n = 0)	20.0 (n = 2)	20.0 (n = 2)	60.0 (n = 6)
	11 <sup>th</sup> Grade	12.5 (n = 1)	25.0 (n = 2)	25.0 (n = 2)	37.5 (n = 3)
9. I try to get more answers right than my friends	9 <sup>th</sup> Grade	11.8 (n = 2)	41.2 (n = 7)	23.5 (n = 4)	23.5 (n = 4)
	10 <sup>th</sup> Grade	10.0 (n = 1)	20.0 (n = 2)	10.0 (n = 1)	60.0 (n = 6)
	11 <sup>th</sup> Grade	12.5 (n = 1)	0.0 (n = 0)	12.5 (n = 1)	75.0 (n = 6)
41. I am willing to work hard to read better than my friends	9 <sup>th</sup> Grade	11.8 (n = 2)	17.6 (n = 3)	58.8 (n = 10)	11.8 (n = 2)
	10 <sup>th</sup> Grade	20.0 (n = 2)	10.0 (n = 1)	40.0 (n = 4)	30.0 (n = 3)
	11 <sup>th</sup> Grade	0.0 (n = 0)	12.5 (n = 1)	12.5 (n = 1)	75.0 (n = 6)
44. It is important for me to see my name on a list of good readers	9 <sup>th</sup> Grade	23.5 (n = 4)	23.5 (n = 4)	11.8 (n = 2)	41.2 (n = 7)

	10 <sup>th</sup> Grade	20.0 (n = 2)	0.0 (n = 0)	30.0 (n = 3)	50.0 (n = 5)
	11 <sup>th</sup> Grade	12.5 (n = 1)	12.5 (n = 1)	12.5 (n = 1)	62.5 (n = 5)
49. I like being the only one who knows an answer in something we read	9 <sup>th</sup> Grade	11.8 (n = 2)	23.5 (n = 4)	35.3 (n = 6)	29.4 (n = 5)
	10 <sup>th</sup> Grade	10.0 (n = 1)	10.0 (n = 1)	30.0 (n = 3)	50.0 (n = 5)
	11 <sup>th</sup> Grade	12.5 (n = 1)	12.5 (n = 1)	25.0 (n = 2)	50.0 (n = 4)
52. I like to finish my reading before other students	9 <sup>th</sup> Grade	5.9 (n = 1)	29.4 (n = 5)	35.3 (n = 6)	29.4 (n = 5)
	10 <sup>th</sup> Grade	0.0 (n = 0)	10.0 (n = 1)	30.0 (n = 3)	60.0 (n = 6)
	11 <sup>th</sup> Grade	25.0 (n = 2)	25.0 (n = 2)	12.5 (n = 1)	37.5 (n = 3)
C. Compliance					
23. I read because I have to	9 <sup>th</sup> Grade	35.3 (n = 6)	17.6 (n = 3)	17.6 (n = 3)	29.4 (n = 5)
	10 <sup>th</sup> Grade	30.0 (n = 3)	20.0 (n = 2)	30.0 (n = 3)	20.0 (n = 2)
	11 <sup>th</sup> Grade	50.0 (n = 4)	0.0 (n = 0)	12.5 (n = 1)	37.5 (n = 3)
34. I do as little schoolwork as possible in reading	9 <sup>th</sup> Grade	29.4 (n = 5)	35.3 (n = 6)	17.6 (n = 3)	17.6 (n = 3)
	10 <sup>th</sup> Grade	50.0 (n = 5)	30.0 (n = 3)	10.0 (n = 1)	10.0 (n = 1)
	11 <sup>th</sup> Grade	50.0 (n = 4)	25.0 (n = 2)	12.5 (n = 1)	12.5 (n = 1)

36. Finishing every reading assignment is very important to me	9 <sup>th</sup> Grade	0.0 (n = 0)	17.6 (n = 3)	41.2 (n = 7)	41.2 (n = 7)
	10 <sup>th</sup> Grade	20.0 (n = 2)	0.0 (n = 0)	10.0 (n = 1)	70.0 (n = 7)
	11 <sup>th</sup> Grade	12.5 (n = 1)	12.5 (n = 1)	37.5 (n = 3)	37.5 (n = 3)
46. I always try to finish my reading on time	9 <sup>th</sup> Grade	17.6 (n = 3)	11.8 (n = 2)	41.2 (n = 7)	29.4 (n = 5)
	10 <sup>th</sup> Grade	0.0 (n = 0)	10.0 (n = 1)	30.0 (n = 3)	60.0 (n = 6)
	11 <sup>th</sup> Grade	12.5 (n = 1)	0.0 (n = 0)	12.5 (n = 1)	75.0 (n = 6)
51. I always do my reading work exactly as the teacher wants it	9 <sup>th</sup> Grade	17.6 (n = 3)	23.5 (n = 4)	23.5 (n = 4)	35.3 (n = 6)
	10 <sup>th</sup> Grade	0.0 (n = 0)	10.0 (n = 1)	60.0 (n = 6)	30.0 (n = 3)
	11 <sup>th</sup> Grade	0.0 (n = 0)	12.5 (n = 1)	12.5 (n = 1)	75.0 (n = 6)
D. Reading Work Avoidance					
13. I don't like reading something when the words are too difficult	9 <sup>th</sup> Grade	29.4 (n = 5)	5.9 (n = 1)	35.3 (n = 6)	29.4 (n = 5)
	10 <sup>th</sup> Grade	50.0 (n = 5)	10.0 (n = 1)	40.0 (n = 4)	0.0 (n = 0)
	11 <sup>th</sup> Grade	0.0 (n = 0)	50.0 (n = 4)	37.5 (n = 3)	12.5 (n = 1)
24. I don't like vocabulary questions	9 <sup>th</sup> Grade	23.5 (n = 4)	29.4 (n = 5)	29.4 (n = 5)	17.6 (n = 3)
		30.0	40.0	20.0	10.0

	10 <sup>th</sup> Grade	(n = 3)	(n = 4)	(n = 2)	(n = 1)
	11 <sup>th</sup> Grade	37.5 (n = 3)	0.0 (n = 0)	25.0 (n = 2)	37.5 (n = 3)
32. Complicated stories are no fun to read	9 <sup>th</sup> Grade	29.4 (n = 5)	23.5 (n = 4)	23.5 (n = 4)	23.5 (n = 4)
	10 <sup>th</sup> Grade	30.0 (n = 3)	30.0 (n = 3)	10.0 (n = 1)	30.0 (n = 3)
	11 <sup>th</sup> Grade	12.5 (n = 1)	25.0 (n = 2)	37.5 (n = 3)	25.0 (n = 2)
40. I don't like it when there are too many people in the story	9 <sup>th</sup> Grade	35.3 (n = 6)	29.4 (n = 5)	17.6 (n = 3)	17.6 (n = 3)
	10 <sup>th</sup> Grade	50.0 (n = 5)	0.0 (n = 0)	30.0 (n = 3)	20.0 (n = 2)
	11 <sup>th</sup> Grade	37.5 (n = 3)	0.0 (n = 0)	0.0 (n = 0)	62.5 (n = 5)

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Table 4.24

*Collapsed Responses - Social Reasons Reading Perceptions of 9<sup>th</sup> –11<sup>th</sup> grade African American (AA) Students by Grade Level (%)*

Survey Item		Different from Me	Like Me
A. Social Reasons for Reading			
11. I visit the library often with my family	9 <sup>th</sup> Grade	76.5 (n = 13)	23.5 (n = 4)
	10 <sup>th</sup> Grade	60.0 (n = 6)	40.0 (n = 4)
	11 <sup>th</sup> Grade	75.0 (n = 6)	25.0 (n = 2)
26. I often read to my brother or my sister	9 <sup>th</sup> Grade	76.5 (n = 13)	23.5 (n = 4)
	10 <sup>th</sup> Grade	70.0 (n = 7)	30.0 (n = 3)
	11 <sup>th</sup> Grade	62.5 (n = 5)	37.5 (n = 3)
31. My friends and I like to trade things to read	9 <sup>th</sup> Grade	64.7 (n = 11)	35.3 (n = 6)
	10 <sup>th</sup> Grade	80.0 (n = 8)	20.0 (n = 2)
	11 <sup>th</sup> Grade	50.0 (n = 4)	50.0 (n = 4)
39. I like to help my friends with their schoolwork in reading	9 <sup>th</sup> Grade	35.3 (n = 6)	64.7 (n = 11)
	10 <sup>th</sup> Grade	30.0 (n = 3)	70.0 (n = 7)
	11 <sup>th</sup> Grade	12.5 (n = 1)	87.5 (n = 7)

42. I sometimes read to my parents	9 <sup>th</sup> Grade	70.6 (n = 12)	29.4 (n = 5)
	10 <sup>th</sup> Grade	60.0 (n = 6)	40.0 (n = 4)
	11 <sup>th</sup> Grade	62.5 (n = 5)	37.5 (n = 3)
45. I talk to my friends about what I am reading	9 <sup>th</sup> Grade	52.9 (n = 9)	47.1 (n = 8)
	10 <sup>th</sup> Grade	50.0 (n = 5)	50.0 (n = 5)
	11 <sup>th</sup> Grade	37.5 (n = 3)	62.5 (n = 5)
48. I like to tell my family about what I am reading	9 <sup>th</sup> Grade	41.2 (n = 7)	58.8 (n = 10)
	10 <sup>th</sup> Grade	40.0 (n = 4)	60.0 (n = 6)
	11 <sup>th</sup> Grade	50.0 (n = 4)	50.0 (n = 4)
B. Competition in Reading			
1. I like being the best at reading	9 <sup>th</sup> Grade	35.3 (n = 6)	64.7 (n = 11)
	10 <sup>th</sup> Grade	20.0 (n = 2)	80.0 (n = 8)
	11 <sup>th</sup> Grade	37.5 (n = 3)	62.5 (n = 5)
9. I try to get more answers right than my friends	9 <sup>th</sup> Grade	52.9 (n = 9)	47.1 (n = 8)
	10 <sup>th</sup> Grade	30.0 (n = 3)	70.0 (n = 7)



	11 <sup>th</sup> Grade	12.5 (n = 1)	87.5 (n = 7)
41. I am willing to work hard to read better than my friends	9 <sup>th</sup> Grade	29.4 (n = 5)	70.6 (n = 12)
	10 <sup>th</sup> Grade	30.0 (n = 3)	70.0 (n = 7)
	11 <sup>th</sup> Grade	12.5 (n = 1)	87.5 (n = 7)
44. It is important for me to see my name on a list of good readers	9 <sup>th</sup> Grade	47.1 (n = 8)	52.9 (n = 9)
	10 <sup>th</sup> Grade	20.0 (n = 2)	80.0 (n = 8)
	11 <sup>th</sup> Grade	25.0 (n = 2)	75.0 (n = 6)
49. I like being the only one who knows an answer in something we read	9 <sup>th</sup> Grade	35.3 (n = 6)	64.7 (n = 11)
	10 <sup>th</sup> Grade	20.0 (n = 2)	80.0 (n = 8)
	11 <sup>th</sup> Grade	25.0 (n = 2)	75.0 (n = 6)
52. I like to finish my reading before other students	9 <sup>th</sup> Grade	35.3 (n = 6)	64.7 (n = 11)
	10 <sup>th</sup> Grade	10.0 (n = 1)	90.0 (n = 9)
	11 <sup>th</sup> Grade	50.0 (n = 4)	50.0 (n = 4)
C. Compliance			
23. I read because I have to	9 <sup>th</sup> Grade	52.9 (n = 9)	47.1 (n = 8)

	10 <sup>th</sup> Grade	50.0 (n = 5)	50.0 (n = 5)
	11 <sup>th</sup> Grade	50.0 (n = 4)	50.0 (n = 4)
34. I do as little schoolwork as possible in reading	9 <sup>th</sup> Grade	64.7 (n = 11)	35.3 (n = 6)
	10 <sup>th</sup> Grade	80.0 (n = 8)	20.0 (n = 2)
	11 <sup>th</sup> Grade	75.0 (n = 6)	25.0 (n = 2)
36. Finishing every reading assignment is very important to me	9 <sup>th</sup> Grade	17.6 (n = 3)	82.4 (n = 14)
	10 <sup>th</sup> Grade	20.0 (n = 2)	80.0 (n = 8)
	11 <sup>th</sup> Grade	25.0 (n = 2)	75.0 (n = 6)
46. I always try to finish my reading on time	9 <sup>th</sup> Grade	29.4 (n = 5)	70.6 (n = 12)
	10 <sup>th</sup> Grade	10.0 (n = 1)	90.0 (n = 9)
	11 <sup>th</sup> Grade	12.5 (n = 1)	87.5 (n = 7)
51. I always do my reading work exactly as the teacher wants it	9 <sup>th</sup> Grade	41.2 (n = 7)	58.8 (n = 10)
	10 <sup>th</sup> Grade	10.0 (n = 1)	90.0 (n = 9)
	11 <sup>th</sup> Grade	12.5 (n = 1)	87.5 (n = 7)

#### D. Reading Work Avoidance

13. I don't like reading something when the words are too difficult	9 <sup>th</sup> Grade	35.3 (n = 6)	64.7 (n = 11)
	10 <sup>th</sup> Grade	60.0 (n = 6)	40.0 (n = 4)
	11 <sup>th</sup> Grade	50.0 (n = 4)	50.0 (n = 4)
24. I don't like vocabulary questions	9 <sup>th</sup> Grade	52.9 (n = 9)	47.1 (n = 8)
	10 <sup>th</sup> Grade	70.0 (n = 7)	30.0 (n = 3)
	11 <sup>th</sup> Grade	37.5 (n = 3)	62.5 (n = 5)
32. Complicated stories are no fun to read	9 <sup>th</sup> Grade	52.9 (n = 9)	47.1 (n = 8)
	10 <sup>th</sup> Grade	60.0 (n = 6)	40.0 (n = 4)
	11 <sup>th</sup> Grade	37.5 (n = 3)	62.5 (n = 5)
40. I don't like it when there are too many people in the story	9 <sup>th</sup> Grade	64.7 (n = 11)	35.3 (n = 6)
	10 <sup>th</sup> Grade	50.0 (n = 5)	50.0 (n = 5)
	11 <sup>th</sup> Grade	37.5 (n = 3)	62.5 (n = 5)

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Table 4.25

*Collapsed Responses – Combined Total Responses of Social Reasons Reading Perceptions in 9<sup>th</sup>–11<sup>th</sup> grade African American (AA) Students by Grade Level (%)*

Combined Survey Items		Different from Me	Like Me
A. Social Reasons for Reading (Questions 11, 26, 31, 39, 42, 45, 48)			
	9 <sup>th</sup> Grade	59.7 (n = 71)	40.3 (n = 48)
	10 <sup>th</sup> Grade	55.7 (n = 39)	44.3 (n = 31)
	11 <sup>th</sup> Grade	50.0 (n = 28)	50.0 (n = 28)
B. Competition (Questions 1, 9, 41, 44, 49, 52)			
	9 <sup>th</sup> Grade	39.2 (n = 40)	60.8 (n = 62)
	10 <sup>th</sup> Grade	21.7 (n = 13)	78.3 (n = 47)
	11 <sup>th</sup> Grade	27.1 (n = 13)	72.9 (n = 35)
C. Compliance (Questions 23, 34, 36, 46, 51)			
	9 <sup>th</sup> Grade	41.2 (n = 35)	58.8 (n = 50)
	10 <sup>th</sup> Grade	34.0 (n = 17)	66.0 (n = 33)
	11 <sup>th</sup> Grade	35.0 (n = 14)	65.0 (n = 26)

D. Reading Work Avoidance  
(Questions 13, 24, 32, 40)

9 <sup>th</sup> Grade	51.5 (n = 35)	48.5 (n = 33)
10 <sup>th</sup> Grade	60.0 (n = 24)	40.0 (n = 16)
11 <sup>th</sup> Grade	40.6 (n = 13)	59.4 (n = 19)

E. Social Reasons for Reading  
(Social Reasons for Reading, Competition,  
Compliance, Reading Work Avoidance)

9 <sup>th</sup> Grade	48.4 (n = 181)	51.6 (n = 193)
10 <sup>th</sup> Grade	42.3 (n = 93)	57.7 (n = 127)
11 <sup>th</sup> Grade	38.6 (n = 68)	61.4 (n = 108)

### Research Question Two

Research question two, To what extent do reading motivation categories influence Latinx high school students' reading perceptions across grade levels and between genders?, was measured using frequencies and percentages. The Motivations for Reading Questionnaire (MRQ) was used to assessed Latinx student responses to four reading motivation categories: Reading Efficacy, Intrinsic Motivation, Extrinsic Motivation, and Social Reasons for Reading. Each of the four reading motivation categories consisted of several subcategories: Reading Efficacy: Reading Efficacy, Reading Challenge; Intrinsic Motivation: Reading Curiosity, Importance of Reading, Reading Involvement; Extrinsic Motivation: Recognition for Grades, Reading for Grades; and Social Reasons for Reading: Social Reasons, Compliance, Competition, Reading Work Avoidance. Using a

4-point Likert scale (Very Different from Me, A Little Different from Me, A Little Like, A Lot Like Me), Latinx male and female student responses were analyzed. The higher the score on the Likert scale, the stronger the endorsement of the item (Guthrie, McGough, & Wigfield, 1994).

### **Reading Efficacy by Gender**

**Latinx males.** Ninth through eleventh grade Latinx male responses were analyzed for reading efficacy. Students selected (80.0%) *Like Me*, when answering item 7: I know that I will do well in reading next year. For survey item 15, which assessed self-perceptions of being a good reader, students chose (68.0%) *Like Me*. As it relates to item 21: I learn more from reading than most students in class, students selected (52.0%) *Like Me*.

Responses to the second subcategory of reading efficacy, reading challenge, were also analyzed. Students selected (72.0%) *Like Me* when answering item 2: I Like it when the questions in books make me think. Student perceptions opposing reading hard, challenging books, were indicated with over half of students selecting (56.0%) *Different from Me*, for item 5. As it relates reading challenge and an interesting book or materials, students selected (76.0%) *Like Me*, for item 8: If a book is interesting, I don't care how hard it is to read it; and (64.0%) *Like Me* for item 20: If the project is interesting, I can read difficult material. Over half of students selected (60.0%) *Like Me* for learning difficult things by reading.

**Latinx females.** Ninth through eleventh grade Latinx female responses were also analyzed in reading efficacy. Students selected (76.9%) *Like Me*, when answering item 7: I know that I will do well in reading next year. Students selected (59.0%) *Like Me* for survey item 15 which assessed self-perceptions of being a good reader. As it relates to

item 21: I learn more from reading than most students in class, students chose (64.1%) *Different from Me*.

Latinx female responses to the second subcategory of reading efficacy, reading challenge, were analyzed. Latinx female students selected (61.5%) *Like Me* when answering item 2: I like it when the questions in books make me think. For item 5: I like hard, challenging books, students chose (53.8%) *Different From Like Me*. As it relates to reading challenge and interest, students selected (76.9%) *Like Me* for item 8: If a book is interesting, I don't care how hard it is to read it; and (59.0%) *Like Me* for item 20: If the project is interesting, I can read difficult material. Students selected (53.8%) *Like Me* for learning difficult things by reading.

**Combined total responses and student comparisons.** Reading efficacy consists of two subcategories: reading efficacy and reading challenge. Relating to the first subcategory, reading efficacy, the majority of both male and female students selected *Like Me*, for each of the three items. Total responses in reading efficacy, which includes all items, were (66.7%) *Like Me*, for males and (57.3%) *Like Me*, for females.

In the second subcategory, reading challenge, total responses, which includes all items, were (63.2%) *Like Me*, for males and (59.5%) *Like Me*, for females. Overall, Latinx 9<sup>th</sup>-11<sup>th</sup> grade males and females responded to items in the reading efficacy subcategories, with a combined response total of (64.5%) *Like Me* for males, and (58.7%) *Like Me*, for females. Tables 4.26 – 4.28 show data on reading perceptions of reading efficacy for Latinx 9<sup>th</sup> – 11<sup>th</sup> graders by gender.

Table 4.26

*Expanded Responses - Reading Efficacy Perceptions of 9<sup>th</sup> –11<sup>th</sup> grade Latinx Students by Gender (%)*

Survey Item		Very Different from Me	A Little Different from Me	A Little Like Me	A Lot Like Me
<b>A. Reading Efficacy</b>					
7. I know that I will do well in reading next year	Latinx Male	0.0 (n = 0)	20.0 (n = 5)	48.0 (n = 12)	32.0 (n = 8)
	Latinx Female	5.1 (n = 2)	17.9 (n = 7)	46.2 (n = 18)	30.8 (n = 12)
15. I Am a Good Reader	Latinx Male	0.0 (n = 0)	32.0 (n = 8)	60.0 (n = 15)	8.0 (n = 2)
	Latinx Female	20.5 (n = 8)	20.5 (n = 8)	43.6 (n = 17)	15.4 (n = 6)
21. I Learn More From Reading Than Most Students In The Class	Latinx Male	16.0 (n = 4)	32.0 (n = 8)	36.0 (n = 9)	16.0 (n = 4)
	Latinx Female	20.5 (n = 8)	43.6 (n = 17)	30.8 (n = 12)	5.1 (n = 2)
<b>B. Reading Challenge</b>					
2. I Like It When The Questions In Books Make Me Think	Latinx Male	12.0 (n = 3)	16.0 (n = 4)	68.0 (n = 17)	4.0 (n = 1)
	Latinx Female	15.4 (n = 6)	23.1 (n = 9)	43.6 (n = 17)	17.9 (n = 7)
5. I like hard challenging books	Latinx Male	16.0 (n = 4)	40.0 (n = 10)	36.0 (n = 9)	8.0 (n = 2)



	Latinx Female	20.5 (n = 8)	33.3 (n = 13)	33.3 (n = 13)	12.8 (n = 5)
8. If a book is interesting I don't care how hard it is to read it	Latinx Male	0.0 (n = 0)	24.0 (n = 6)	44.0 (n = 11)	32.0 (n = 8)
	Latinx Female	5.1 (n = 2)	17.9 (n = 7)	30.8 (n = 12)	46.2 (n = 18)
16. I usually learn difficult things by reading	Latinx Male	12.0 (n = 3)	28.0 (n = 7)	32.0 (n = 8)	28.0 (n = 7)
	Latinx Female	12.8 (n = 5)	33.3 (n = 13)	38.5 (n = 15)	15.4 (n = 6)
20. If the project is interesting I can read difficult material	Latinx Male	8.0 (n = 2)	28.0 (n = 7)	40.0 (n = 10)	24.0 (n = 6)
	Latinx Female	15.4 (n = 6)	25.6 (n = 10)	33.3 (n = 13)	25.6 (n = 10)

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Table 4.27

*Collapsed Responses - Reading Efficacy Perceptions of 9<sup>th</sup> –11<sup>th</sup> grade Latinx Students by Gender (%)*

Survey Item		Different from Me	Like Me
A. Reading Efficacy			
7. I know that I will do well in reading next year	Latinx Male	20.0 (n = 5)	80.0 (n = 20)
	Latinx Female	23.1 (n = 9)	76.9 (n = 30)
15. I Am a Good Reader	Latinx Male	32.0 (n = 8)	68.0 (n = 17)
	Latinx Female	41.0 (n = 16)	59.0 (n = 23)
21. I Learn More From Reading Than Most Students In The Class	Latinx Male	48.0 (n = 12)	52.0 (n = 13)
	Latinx Female	64.1 (n = 25)	35.9 (n = 14)
B. Reading Challenge			
2. I Like It When The Questions In Books Make Me Think	Latinx Male	28.0 (n = 7)	72.0 (n = 18)
	Latinx Female	38.5 (n = 15)	61.5 (n = 24)
5. I like hard challenging books	Latinx Male	56.0 (n = 14)	44.0 (n = 11)
	Latinx Female	53.8 (n = 21)	46.2 (n = 18)

8. If a book is interesting I don't care how hard it is to read it	Latinx Male	24.0 (n = 6)	76.0 (n = 19)
	Latinx Female	23.1 (n = 9)	76.9 (n = 30)
16. I usually learn difficult things by reading	Latinx Male	40.0 (n = 10)	60.0 (n = 15)
	Latinx Female	46.2 (n = 18)	53.8 (n = 21)
20. If the project is interesting I can read difficult material	Latinx Male	36.0 (n = 9)	64.0 (n = 16)
	Latinx Female	41.0 (n = 16)	59.0 (n = 23)

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Table 4.28

*Collapsed Responses – Combined Total Responses of Reading Efficacy Reading Perceptions in 9<sup>th</sup>–11<sup>th</sup> grade Latinx Students*

Combined Survey Items		Different from Me	Like Me
A. Reading Efficacy (Questions 7,15,21)			
	Latinx Male	33.3 (n = 25)	66.7 (n = 50)
	Latinx Female	42.7 (n = 50)	57.3 (n = 67)
B. Reading Challenge (Questions 2,5,8,16,20)			
	Latinx Male	36.8 (n = 46)	63.2 (n = 79)
	Latinx Female	40.5 (n = 79)	59.5 (n = 116)
C. Reading Efficacy (Reading Efficacy, Reading Challenge)			
	Latinx Male	35.5 (n = 71)	64.5 (n = 129)
	Latinx Female	41.3 (n = 129)	58.7 (n = 183)

### Reading Efficacy by Grade Level

**Grade 9.** Latinx students in grade 9 selected (74.3%) *Like Me*, when answering item 7: I know that I will do well in reading next year. For survey item 15, which assessed self-perceptions of being a good reader, students chose (57.1%) *Like Me*. As it relates to item 21: I learn more from reading than most students in class, students selected (62.9%) *Different From Like Me*.

Responses to the second subcategory of reading efficacy, reading challenge, were also analyzed. Ninth grade students selected (57.1%) *Like Me* when answering item 2: I

Like it when the questions in books make me think. Student perceptions opposing reading hard, challenging books, were indicated with over half of students selecting (62.9%) *Different From Like Me*, for item 5. As it relates reading challenge and an interesting book or materials, students selected (80.0%) *Like Me*, for item 8: If a book is interesting, I don't care how hard it is to read it; and (54.3%) *Like Me* for item 20: If the project is interesting, I can read difficult material. Students selected (51.4 %) *Different From Like Me* for learning difficult things by reading.

**Grade 10.** Grade 10 Latinx students selected (89.5%) *Like Me*, when answering item 7: I know that I will do well in reading next year. Students selected (68.4%) *Like Me* for survey item 15 which assessed self-perceptions of being a good reader. As it relates to item 21: I learn more from reading than most students in class, 10<sup>th</sup> grade students chose (57.9%) *Like Me*.

Responses to the second subcategory of reading efficacy, reading challenge, were also analyzed for 10<sup>th</sup> grade students. Students selected (84.2%) *Like Me* when answering item 2: I like it when the questions in books make me think. For item 5: I like hard, challenging books, students chose (52.6%) *Like Me*. As it relates to reading challenge and interest, students selected (73.7%) *Like Me* for item 8: If a book is interesting, I don't care how hard it is to read it; and (63.2%) *Like Me* for item 20: If the project is interesting, I can read difficult material. Students selected (68.4%) *Like Me* for learning difficult things by reading.

**Grade 11.** Grade 11 responses for Latinx students were also analyzed in reading efficacy. Students selected (70.0%) *Like Me*, when answering item 7: I know that I will do well in reading next year. Students selected (70.0%) *Like Me* for survey item 15 which assessed self-perceptions of being a good reader. As it relates to item 21: I learn more

from reading than most students in class, over half of students chose (70.0%) *Different From Like Me*.

Eleventh grade responses were analyzed in the second subcategory of reading efficacy, reading challenge as well. Grade 11 students selected (60.0%) *Like Me* when answering item 2: I like it when the questions in books make me think. For item 5: I like hard, challenging books, students chose (60.0%) *Like Me*. As it relates to reading challenge and interest, students selected (70.0%) *Like Me* for item 8: If a book is interesting, I don't care how hard it is to read it; and (80.0%) *Like Me* for item 20: If the project is interesting, I can read difficult material. Students selected (60.0%) *Like Me* for learning difficult things by reading.

**Combined total responses and student comparison.** Reading efficacy consists of two subcategories: reading efficacy and reading challenge. Relating to the first subcategory, reading efficacy, the majority of both all 9<sup>th</sup> – 11<sup>th</sup> grade students selected (56.2%) *Like Me*, for 9<sup>th</sup> grade students, (71.9%) *Like Me* for 10<sup>th</sup> grade students, and (56.7%) *Like Me*, for 11<sup>th</sup> grade students. Responses to item 21 indicated contrasting perceptions with 9<sup>th</sup> grade students selecting (62.9%) *Different from Me*, 10<sup>th</sup> grade (57.9%) *Like Me*, and 11<sup>th</sup> grade (70.0%) *Different from Me*.

In the second subcategory, reading challenge, total responses which includes all items, was (55.4%) *Like Me*, for 9<sup>th</sup> grade, 10<sup>th</sup> grade (68.4%) *Like Me*, and 11<sup>th</sup> grade (66.0%) *Like Me*. Ninth grade student responses to item 5 indicated contrasting perceptions with students selecting (62.9%) *Different from Me*, in comparison to 10<sup>th</sup> grade students (52.6%) *Like Me* and 11<sup>th</sup> grade students (60.0%) *Like Me*. Ninth grade student responses to item 16 also indicated contrasting perceptions with students selecting (51.4%) *Different from Me*, in comparison to 10<sup>th</sup> grade students (68.4%) *Like Me* and 11<sup>th</sup> grade students (60.0%) *Like Me*. Overall, 9<sup>th</sup>-11<sup>th</sup> grade students responded to

items in the reading efficacy subcategories, with a combined response total of (55.7%)

*Like Me* for 9<sup>th</sup> grade, 10<sup>th</sup> grade (69.7%) *Like Me*, and 11<sup>th</sup> grade (62.5%) *Like Me*.

Tables 4.29 – 4.31 present data on reading motivation perceptions in reading efficacy for Latinx 9<sup>th</sup> – 11<sup>th</sup> grade students by grade level.

Table 4.29

*Expanded Responses - Reading Efficacy Perceptions of 9<sup>th</sup> –11<sup>th</sup> grade Latinx Students by Grade Level (%)*

Survey Item		Very Different from Me	A Little Different from Me	A Little Like Me	A Lot Like Me
A. Reading Efficacy					
7. I know that I will do well in reading next year	9 <sup>th</sup> Grade	2.9 (n = 1)	22.9 (n = 8)	40.0 (n = 14)	34.3 (n = 12)
	10 <sup>th</sup> Grade	0.0 (n = 0)	10.5 (n = 2)	57.9 (n = 11)	31.6 (n = 6)
	11 <sup>th</sup> Grade	10.0 (n = 1)	20.0 (n = 2)	50.0 (n = 5)	20.0 (n = 2)
15. I Am a Good Reader	9 <sup>th</sup> Grade	14.3 (n = 5)	28.6 (n = 10)	40.0 (n = 14)	17.1 (n = 6)
	10 <sup>th</sup> Grade	10.5 (n = 2)	21.1 (n = 4)	63.2 (n = 12)	5.3 (n = 1)
	11 <sup>th</sup> Grade	10.0 (n = 1)	20.0 (n = 2)	60.0 (n = 6)	10.0 (n = 1)
21. I Learn More From Reading Than Most Students In The Class	9 <sup>th</sup> Grade	22.9 (n = 8)	40.0 (n = 14)	25.7 (n = 9)	11.4 (n = 4)
	10 <sup>th</sup> Grade	5.3 (n = 1)	36.8 (n = 7)	52.6 (n = 10)	5.3 (n = 1)
	11 <sup>th</sup> Grade	30.0 (n = 3)	40.0 (n = 4)	20.0 (n = 2)	10.0 (n = 1)
B. Reading Challenge					
2. I Like It When The Questions In Books Make Me Think	9 <sup>th</sup> Grade	20.0 (n = 7)	22.9 (n = 8)	45.7 (n = 16)	11.4 (n = 4)



5. I like hard challenging books	10 <sup>th</sup> Grade	0.0 (n = 0)	15.8 (n = 3)	68.4 (n = 13)	15.8 (n = 3)
	11 <sup>th</sup> Grade	20.0 (n = 2)	20.0 (n = 2)	50.0 (n = 5)	10.0 (n = 1)
	9 <sup>th</sup> Grade	25.7 (n = 9)	37.1 (n = 13)	28.6 (n = 10)	8.6 (n = 3)
	10 <sup>th</sup> Grade	5.3 (n = 1)	42.1 (n = 8)	42.1 (n = 8)	10.5 (n = 2)
	11 <sup>th</sup> Grade	20.0 (n = 2)	20.0 (n = 2)	40.0 (n = 4)	20.0 (n = 2)
8. If a book is interesting I don't care how hard it is to read it	9 <sup>th</sup> Grade	5.7 (n = 2)	14.3 (n = 5)	40.0 (n = 14)	40.0 (n = 14)
	10 <sup>th</sup> Grade	0.0 (n = 0)	26.3 (n = 5)	15.8 (n = 3)	57.9 (n = 11)
	11 <sup>th</sup> Grade	0.0 (n = 0)	30.0 (n = 3)	60.0 (n = 6)	10.0 (n = 1)
16. I usually learn difficult things by reading	9 <sup>th</sup> Grade	20.0 (n = 7)	31.4 (n = 11)	31.4 (n = 11)	17.1 (n = 6)
	10 <sup>th</sup> Grade	0.0 (n = 0)	31.6 (n = 6)	47.4 (n = 9)	21.1 (n = 4)
	11 <sup>th</sup> Grade	10.0 (n = 1)	30.0 (n = 3)	30.0 (n = 3)	30.0 (n = 3)
20. If the project is interesting I can read difficult material	9 <sup>th</sup> Grade	11.4 (n = 4)	34.3 (n = 12)	28.6 (n = 10)	25.7 (n = 9)
	10 <sup>th</sup> Grade	21.1 (n = 4)	15.8 (n = 3)	42.1 (n = 8)	21.1 (n = 4)
	11 <sup>th</sup> Grade	0.0 (n = 0)	20.0 (n = 2)	50.0 (n = 5)	30.0 (n = 3)

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Table 4.30

*Collapsed Responses - Reading Efficacy Perceptions of 9<sup>th</sup> –11<sup>th</sup> grade Latinx Students by Grade Level (%)*

Survey Item		Different from Me	Like Me
A. Reading Efficacy			
7. I know that I will do well in reading next year	9 <sup>th</sup> Grade	25.7 (n = 9)	74.3 (n = 26)
	10 <sup>th</sup> Grade	10.5 (n = 2)	89.5 (n = 17)
	11 <sup>th</sup> Grade	30.0 (n = 3)	70.0 (n = 7)
15. I Am a Good Reader	9 <sup>th</sup> Grade	42.9 (n = 15)	57.1 (n = 20)
	10 <sup>th</sup> Grade	31.6 (n = 6)	68.4 (n = 13)
	11 <sup>th</sup> Grade	30.0 (n = 3)	70.0 (n = 7)
21. I Learn More From Reading Than Most Students In The Class	9 <sup>th</sup> Grade	62.9 (n = 22)	37.1 (n = 13)
	10 <sup>th</sup> Grade	42.1 (n = 8)	57.9 (n = 11)
	11 <sup>th</sup> Grade	70.0 (n = 7)	30.0 (n = 3)
B. Reading Challenge			
2. I Like It When The Questions In Books Make Me Think	9 <sup>th</sup> Grade	42.9 (n = 15)	57.1 (n = 20)
	10 <sup>th</sup> Grade	15.8 (n = 3)	84.2 (n = 16)

	11 <sup>th</sup> Grade	40.0 (n = 4)	60.0 (n = 6)
5. I like hard challenging books	9 <sup>th</sup> Grade	62.9 (n = 22)	37.1 (n = 13)
	10 <sup>th</sup> Grade	47.4 (n = 9)	52.6 (n = 10)
	11 <sup>th</sup> Grade	40.0 (n = 4)	60.0 (n = 6)
8. If a book is interesting I don't care how hard it is to read it	9 <sup>th</sup> Grade	20.0 (n = 7)	80.0 (n = 28)
	10 <sup>th</sup> Grade	26.3 (n = 5)	73.7 (n = 14)
	11 <sup>th</sup> Grade	30.0 (n = 3)	70.0 (n = 7)
16. I usually learn difficult things by reading	9 <sup>th</sup> Grade	51.4 (n = 18)	48.5 (n = 17)
	10 <sup>th</sup> Grade	31.6 (n = 6)	68.4 (n = 13)
	11 <sup>th</sup> Grade	40.0 (n = 4)	60.0 (n = 6)
20. If the project is interesting I can read difficult material	9 <sup>th</sup> Grade	45.7 (n = 16)	54.3 (n = 19)
	10 <sup>th</sup> Grade	36.8 (n = 7)	63.2 (n = 12)
	11 <sup>th</sup> Grade	20.0 (n = 2)	80.0 (n = 8)

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Table 4.31

*Collapsed Responses - Combined Total Responses of Reading Efficacy Perceptions in 9<sup>th</sup>–11<sup>th</sup> grade Latinx Students by Grade Level (%)*

Combined Survey Items		Different from Me	Like Me
A. Reading Efficacy (Questions 7, 15, 21)			
	9 <sup>th</sup> Grade	43.8 (n = 46)	56.2 (n = 59)
	10 <sup>th</sup> Grade	28.1 (n = 16)	71.9 (n = 41)
	11 <sup>th</sup> Grade	43.3 (n = 13)	56.7 (n = 17)
B. Reading Challenge (Questions 2, 5, 8, 16, 20)			
	9 <sup>th</sup> Grade	44.6 (n = 78)	55.4 (n = 97)
	10 <sup>th</sup> Grade	31.6 (n = 30)	68.4 (n = 65)
	11 <sup>th</sup> Grade	34.0 (n = 17)	66.0 (n = 33)
C. Reading Efficacy (Reading Efficacy and Reading Challenge)			
	9 <sup>th</sup> Grade	44.3 (n = 124)	55.7 (n = 156)
	10 <sup>th</sup> Grade	30.3 (n = 46)	69.7 (n = 106)
	11 <sup>th</sup> Grade	37.5 (n = 30)	62.5 (n = 50)

### **Intrinsic Motivation by Gender**

**Latinx males.** Ninth through eleventh grade Latinx male responses were analyzed for reading curiosity, a subcategory of intrinsic motivation. As it relates to reading curiosity students selected (76.0%) *Like Me*, when answering item 4: If a teacher discusses something interesting, I might read more about it. Latinx male students chose (64.0%) *Like Me* for survey item 10, which assessed reading in favorite subject areas. As it relates to item 19: I read to learn new information about topics that interest me, students selected (68.0%) *Like Me*. For item 25: I like to read about new things, students chose (68.0%) *Like Me*. Latinx male students responded with (64.0%) *Like Me* for reading about hobbies to learn more about them.

The second subcategory of intrinsic motivation, importance of reading, was also analyzed. Latinx male students selected (80.0%) *Like Me* when answering item 17: It is very important to me to be a good reader. Students chose (60.0%) *Like Me* for item 27: In comparison to other activities I do, it is very important to me to be a good reader.

The third subcategory of intrinsic motivation addresses reading involvement. Latinx male students who selected (72.0%) *Like Me* enjoy a long, involved story or fiction book. Students selected (68.0%) *Like Me* for making pictures in their minds while reading. Latinx students responded with (56.0%) *Like Me* for reading stories about fantasy and make believe, liking mysteries (68.0%) *Like Me*, and reading adventure stories (64.0%) *Like Me*. For item 35: I feel like I make friends with people in good books, student responded with (72.0%) *Different from Me*.

**Latinx female.** As it relates to reading curiosity, Latinx female students selected (84.6%) *Like Me*, when answering item 4: If a teacher discusses something interesting, I might read more about it. Female Latinx students selected (79.5%) *Like Me* for survey item 10 which assessed reading in favorite subject areas. As it relates to item 19: I read to

learn new information about topics that interest me, students selected (76.9%) *Like Me*. For item 25: I like to read about new things, Latinx female students selected (74.4%) *Like Me*. Students responded with (51.3%) *Like Me* for reading about hobbies to learn more about them.

The second subcategory of intrinsic motivation, importance of reading, was also assessed. Latinx students selected (64.1%) *Like Me* when answering item 17: It is very important to me to be a good reader. Students (61.5%) chose *Like Me* for item 27: In comparison to other activities I do, it is very important to me to be a good reader. In the third subcategory of intrinsic motivation, reading involvement, Latinx female students selected (84.6%) *Like Me*, in response to item 6: I enjoy a long, involved story or fiction book. Students chose (87.2%) *Like Me* for making pictures in their minds while reading. Latinx female students responded with (74.4%) *Like Me* for reading stories about fantasy and make believe, liking mysteries (87.2%) *Like Me*, and reading adventure stories (74.4%) *Like Me*. For item 35: I feel like I make friends with people in good books, students chose (66.7%) *Different from Me*.

**Combined total responses and student comparison.** Intrinsic motivation consists of three subcategories: reading curiosity, importance of reading, and reading involvement. Relating to the first subcategory, reading curiosity, Latinx 9<sup>th</sup>-11<sup>th</sup> grade males and females combined responses to all 5 items were (68.0%) *Like Me* for males and females (73.3%) *Like Me*. In the second subcategory, importance of reading, combined total responses for male students was (70.0%) *Like Me*, and female students (62.8%) *Like Me*. For the last subcategory, reading involvement, male students responded with (59.3%) *Like Me*, in comparison to female students who responded with (73.5%) *Like Me*. Overall combined total responses for intrinsic motivation, which includes all subcategories, was (64.3%) *Like Me* for Latinx males and (71.8%) *Like Me* for Latinx

females. Data of Latinx student reading perceptions of intrinsic motivation, by gender, are shown in tables 4.32 – 4.34.

Table 4.32

*Expanded Responses - Intrinsic Motivation Reading Perceptions of 9<sup>th</sup> –11<sup>th</sup> grade Latinx Students by Gender (%)*

Survey Item		Very Different from Me	A Little Different from Me	A Little Like Me	A Lot Like Me
A. Reading Curiosity					
4. If the teacher discusses something interesting I might read more about it.	Latinx Male	0.0 (n = 0)	24.0 (n = 6)	40.0 (n = 10)	36.0 (n = 9)
	Latinx Female	2.6 (n = 1)	12.8 (n = 5)	38.5 (n = 15)	46.2 (n = 18)
10. I have favorite subjects that I like to read about	Latinx Male	8.0 (n = 2)	28.0 (n = 7)	20.0 (n = 5)	44.0 (n = 11)
	Latinx Female	12.8 (n = 5)	7.7 (n = 3)	43.6 (n = 17)	35.9 (n = 14)
19. I read to learn new information about topics that interest me	Latinx Male	0.0 (n = 0)	32.0 (n = 8)	28.0 (n = 7)	40.0 (n = 10)
	Latinx Female	10.3 (n = 4)	12.8 (n = 5)	64.1 (n = 25)	12.8 (n = 5)
25. I like to read about new things	Latinx Male	12.0 (n = 3)	20.0 (n = 5)	36.0 (n = 9)	32.0 (n = 8)
	Latinx Female	7.7 (n = 3)	17.9 (n = 7)	43.6 (n = 17)	30.8 (n = 12)

29. I read about my hobbies to learn more about them	Latinx Male	8.0 (n = 2)	28.0 (n = 7)	48.0 (n = 12)	16.0 (n = 4)
	Latinx Female	23.1 (n = 9)	25.6 (n = 10)	35.9 (n = 14)	15.4 (n = 6)
B. Importance of Reading					
17. It is very important to me to be a good reader	Latinx Male	8.0 (n = 2)	12.0 (n = 3)	52.0 (n = 13)	28.0 (n = 7)
	Latinx Female	17.9 (n = 7)	17.9 (n = 7)	30.8 (n = 12)	33.3 (n = 13)
27. In comparison to other activities I do, it is very important to me to be a good reader	Latinx Male	16.0 (n = 4)	24.0 (n = 6)	44.0 (n = 11)	16.0 (n = 4)
	Latinx Female	15.4 (n = 6)	23.1 (n = 9)	43.6 (n = 17)	17.9 (n = 7)
C. Reading Involvement					
6. I enjoy a long, involved story or fiction book	Latinx Male	16.0 (n = 4)	12.0 (n = 3)	36.0 (n = 9)	36.0 (n = 9)
	Latinx Female	2.6 (n = 1)	12.8 (n = 5)	46.2 (n = 18)	38.5 (n = 15)
12. I make pictures in my mind when I read	Latinx Male	4.0 (n = 1)	28.0 (n = 7)	28.0 (n = 7)	40.0 (n = 10)
	Latinx Female	5.1 (n = 2)	7.7 (n = 3)	28.2 (n = 11)	59.0 (n = 23)
22. I read stories about fantasy and make believe	Latinx Male	12.0 (n = 3)	32.0 (n = 8)	32.0 (n = 8)	24.0 (n = 6)
	Latinx Female	7.7 (n = 3)	17.9 (n = 7)	33.3 (n = 13)	41.0 (n = 16)



30. I like mysteries	Latinx Male	12.0 (n = 3)	20.0 (n = 5)	28.0 (n = 7)	40.0 (n = 10)
	Latinx Female	2.6 (n = 1)	10.3 (n = 4)	28.2 (n = 11)	59.0 (n = 23)
33. I read a lot of adventure stories	Latinx Male	24.0 (n = 6)	12.0 (n = 3)	32.0 (n = 8)	32.0 (n = 8)
	Latinx Female	10.3 (n = 4)	15.4 (n = 6)	53.8 (n = 21)	20.5 (n = 8)
35. I feel like I make friends with people in good books	Latinx Male	44.0 (n = 11)	28.0 (n = 7)	16.0 (n = 4)	12.0 (n = 3)
	Latinx Female	41.0 (n = 16)	25.6 (n = 10)	20.5 (n = 8)	12.8 (n = 5)

Table 4.33

*Collapsed Responses - Intrinsic Motivation Reading Perceptions of 9<sup>th</sup> –11<sup>th</sup> grade Latinx Students by Gender (%)*

Survey Item		Different from Me	Like Me
A. Reading Curiosity			
4. If the teacher discusses something interesting I might read more about it.	Latinx Male	24.0 (n = 6)	76.0 (n = 19)
	Latinx Female	15.4 (n = 6)	84.6 (n = 33)
10. I have favorite subjects that I like to read about	Latinx Male	36.0 (n = 9)	64.0 (n = 16)
	Latinx Female	20.5 (n = 8)	79.5 (n = 31)

19. I read to learn new information about topics that interest me	Latinx Male	32.0 (n = 8)	68.0 (n = 17)
	Latinx Female	23.1 (n = 9)	76.9 (n = 30)
25. I like to read about new things	Latinx Male	32.0 (n = 8)	68.0 (n = 17)
	Latinx Female	25.6 (n = 10)	74.4 (n = 29)
29. I read about my hobbies to learn more about them	Latinx Male	36.0 (n = 9)	64.0 (n = 16)
	Latinx Female	48.7 (n = 19)	51.3 (n = 20)
B. Importance of Reading			
17. It is very important to me to be a good reader	Latinx Male	20.0 (n = 5)	80.0 (n = 20)
	Latinx Female	35.9 (n = 14)	64.1 (n = 25)
27. In comparison to other activities I do, it is very important to me to be a good reader	Latinx Male	40.0 (n = 10)	60.0 (n = 15)
	Latinx Female	38.5 (n = 15)	61.5 (n = 24)
C. Reading Involvement			
6. I enjoy a long, involved story or fiction book	Latinx Male	28.0 (n = 7)	72.0 (n = 18)
	Latinx Female	15.4 (n = 6)	84.6 (n = 33)

12. I make pictures in my mind when I read	Latinx Male	32.0 (n = 8)	68.0 (n = 17)
	Latinx Female	12.8 (n = 5)	87.2 (n = 34)
22. I read stories about fantasy and make believe	Latinx Male	44.0 (n = 11)	56.0 (n = 14)
	Latinx Female	25.6 (n = 10)	74.4 (n = 29)
30. I like mysteries	Latinx Male	32.0 (n = 8)	68.0 (n = 17)
	Latinx Female	12.8 (n = 5)	87.2 (n = 34)
33. I like to read a lot of adventure stories	Latinx Male	36.0 (n = 9)	64.0 (n = 16)
	Latinx Female	25.6 (n = 10)	74.4 (n = 29)
35. I feel like I make friends with people in good books	Latinx Male	72.0 (n = 18)	28.0 (n = 7)
	Latinx Female	66.7 (n = 26)	33.3 (n = 13)

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Table 4.34

*Collapsed Responses - Combined Total Responses of Intrinsic Motivation Reading Perceptions in 9<sup>th</sup>–11<sup>th</sup> grade Latinx Students by Gender (%)*

Combined Survey Items		Different from Me	Like Me
A. Reading Curiosity (Questions 4,10,19,25,29)			
	Latinx Male	32.0 (n = 40)	68.0 (n = 85)
	Latinx Female	26.7 (n = 52)	73.3 (n = 143)
B. Importance of Reading (Questions 17,27)			
	Latinx Male	30.0 (n = 15)	70.0 (n = 35)
	Latinx Female	37.2 (n = 29)	62.8 (n = 49)
C. Reading Involvement (Questions 6,12,22,30,35)			
	Latinx Male	40.7 (n = 61)	59.3 (n = 89)
	Latinx Female	26.5 (n = 62)	73.5 (n = 172)
D. Intrinsic Motivation (Reading Curiosity, Importance of Reading, Reading Involvement)			
	Latinx Male	35.7 (n = 116)	64.3 (n = 209)
	Latinx Female	28.2 (n = 143)	71.8 (n = 364)

## **Intrinsic Motivation by Grade Level**

**Grade 9.** As it relates to reading curiosity Latinx 9<sup>th</sup> grade students selected (85.7%) *Like Me*, when answering item 4: If a teacher discusses something interesting, I might read more about it. Students chose (77.1%) *Like Me* for survey item 10, which assessed reading in favorite subject areas. As it relates to item 19: I read to learn new information about topics that interest me, students selected (80.0%) *Like Me*. For item 25: I like to read about new things, students chose (71.4%) *Like Me*. Grade 9 students responded with (62.9%) *Like Me* for reading about hobbies to learn more about them.

The second subcategory of intrinsic motivation, importance of reading, was also analyzed. Students selected (68.6%) *Like Me* when answering item 17: It is very important to me to be a good reader. Students chose (62.9%) *Like Me* for item 27: In comparison to other activities I do, it is very important to me to be a good reader.

The third subcategory of intrinsic motivation addresses reading involvement. Grade 9 students who selected (74.3%) *Like Me* enjoy a long, involved story or fiction book. Students selected (68.6%) *Like Me* for making pictures in their minds while reading. Students responded with (71.4%) *Like Me* for reading stories about fantasy and make believe, liking mysteries (85.7%) *Like Me*, and reading adventure stories (71.4%) *Like Me*. For item 35: I feel like I make friends with people in good books, students responded with (74.3%) *Different from Me*.

**Grade 10.** For reading curiosity, 10<sup>th</sup> grade Latinx students selected (73.7%) *Like Me*, when answering item 4: If a teacher discusses something interesting, I might read more about it. Students selected (73.7 %) *Like Me* for survey item 10 which assessed reading in favorite subject areas. As it relates to item 19: I read to learn new information about topics that interest me, all students selected (63.2%) *Like Me*. For item 25: I like to

read about new things, students selected (73.7%) *Like Me*. Students responded with (52.6%) *Different from Me* for reading about hobbies to learn more about them.

The second subcategory of intrinsic motivation, importance of reading, was also assessed. Grade 10 students selected (78.9%) *Like Me* when answering item 17: It is very important to me to be a good reader. Students (63.2%) chose *Like Me* for item 27: In comparison to other activities I do, it is very important to me to be a good reader. In the third subcategory of intrinsic motivation, reading involvement, 10<sup>th</sup> grade students selected (94.7%) *Like Me*, in response to item 6: I enjoy a long, involved story or fiction book. Students chose (94.7%) *Like Me* for making pictures in their minds while reading. Students responded with (52.6%) *Like Me* for reading stories about fantasy and make believe, liking mysteries (73.7%) *Like Me*, and reading adventure stories (68.4%) *Like Me*. For item 35: I feel like I make friends with people in good books, students chose (63.2%) *Different from Me*.

**Grade 11.** As it relates to reading curiosity, Latinx 11<sup>th</sup> grade students selected (80.0%) *Like Me*, when answering item 4: If a teacher discusses something interesting, I might read more about it. Students selected (60.0%) *Like Me* for survey item 10 which assessed reading in favorite subject areas. As it relates to item 19: I read to learn new information about topics that interest me, students selected (70.0%) *Like Me*. For item 25: I like to read about new things, students selected (70.0%) *Like Me*. Student responses were equally divided with (50.0%) *Different from Me* and (50.0%) *Like Me* for reading about hobbies to learn more about them.

The second subcategory of intrinsic motivation, importance of reading, was also assessed. Grade 11 students selected (60.0%) *Like Me* when answering item 17: It is very important to me to be a good reader. Student responses were equally divided with (50.0%) *Different from Me* and (50.0%) *Like Me* for item 27: In comparison to other

activities I do, it is very important to me to be a good reader. In the third subcategory of intrinsic motivation, reading involvement, eleventh grade students selected (70.0%) *Like Me*, in response to item 6: I enjoy a long, involved story or fiction book. Students chose (90.0%) *Like Me* for making pictures in their minds while reading. Students responded with (80.0%) *Like Me* for reading stories about fantasy and make believe, liking mysteries (70.0%) *Like Me*, and reading adventure stories (70.0%) *Like Me*. For item 35: I feel like I make friends with people in good books, student responded with (60.0%) *Different from Me*.

**Combined total responses and student comparison.** Intrinsic motivation consists of three subcategories: reading curiosity, importance of reading, and reading involvement. Relating to the first sub – category, reading curiosity, 9<sup>th</sup>–11<sup>th</sup> combined responses to all 5 items were (75.4%) *Like Me* for 9<sup>th</sup> graders, 10<sup>th</sup> graders (66.3%) *Like Me*, and 11<sup>th</sup> graders (66.0%) *Like Me*. In the second subcategory, importance of reading, 9<sup>th</sup> grade students responded with (65.7%) *Like Me*, 10<sup>th</sup> graders (71.1%) *Like Me*, and 11<sup>th</sup> graders (55.0%) *Like Me* for the two items combined. For the last subcategory, reading involvement, 9<sup>th</sup> graders responded with (66.2%) *Like Me*, 10<sup>th</sup> graders (70.2%) *Like Me*, and 11<sup>th</sup> graders (70.0%) *Like Me*. Overall combined total responses for intrinsic motivation, which includes all subcategories, was (69,7%) *Like Me* for 9<sup>th</sup> graders, 10<sup>th</sup> graders (68.8%) *Like Me*, and 11<sup>th</sup> graders (66.2%). Tables 4.35 – 4.37 show frequencies and percentages data on Latinx student reading perceptions on intrinsic motivation, by grade level.

Table 4.35

*Expanded Responses - Intrinsic Motivation Reading Perceptions of 9<sup>th</sup> –11<sup>th</sup> grade Latinx Students by Grade Level (%)*

Survey Item		Very Different from Me	A Little Different from Me	A Little Like Me	A Lot Like Me
A. Reading Curiosity					
4. If the teacher discusses something interesting I might read more about it.	9 <sup>th</sup> Grade	2.9 (n = 1)	11.4 (n = 4)	40.0 (n = 14)	45.7 (n = 16)
	10 <sup>th</sup> Grade	0.0 (n = 0)	26.3 (n = 5)	36.8 (n = 7)	36.8 (n = 7)
	11 <sup>th</sup> Grade	0.0 (n = 0)	20.0 (n = 2)	40.0 (n = 4)	40.0 (n = 4)
10. I have favorite subjects that I like to read about	9 <sup>th</sup> Grade	11.4 (n = 4)	11.4 (n = 4)	42.9 (n = 15)	34.3 (n = 12)
	10 <sup>th</sup> Grade	10.5 (n = 2)	15.8 (n = 3)	26.3 (n = 5)	47.4 (n = 9)
	11 <sup>th</sup> Grade	10.0 (n = 1)	30.0 (n = 3)	20.0 (n = 2)	40.0 (n = 4)
19. I read to learn new information about topics that interest me	9 <sup>th</sup> Grade	5.7 (n = 2)	14.3 (n = 5)	54.3 (n = 19)	25.7 (n = 9)
	10 <sup>th</sup> Grade	10.5 (n = 2)	26.3 (n = 5)	36.8 (n = 7)	26.3 (n = 5)
	11 <sup>th</sup> Grade	0.0 (n = 0)	30.0 (n = 3)	60.0 (n = 6)	10.0 (n = 1)



25. I like to read about new things	9 <sup>th</sup> Grade	14.3 (n = 5)	14.3 (n = 5)	45.7 (n = 16)	25.7 (n = 9)
	10 <sup>th</sup> Grade	0.0 (n = 0)	26.3 (n = 5)	42.1 (n = 8)	31.6 (n = 6)
	11 <sup>th</sup> Grade	10.0 (n = 1)	20.0 (n = 2)	20.0 (n = 2)	50.0 (n = 5)
29. I read about my hobbies to learn more about them	9 <sup>th</sup> Grade	14.3 (n = 5)	22.9 (n = 8)	42.9 (n = 15)	20.0 (n = 7)
	10 <sup>th</sup> Grade	15.8 (n = 3)	36.8 (n = 7)	42.1 (n = 8)	5.3 (n = 1)
	11 <sup>th</sup> Grade	30.0 (n = 3)	20.0 (n = 2)	30.0 (n = 3)	20.0 (n = 2)
B. Importance of Reading					
17. It is very important to me to be a good reader	9 <sup>th</sup> Grade	14.3 (n = 5)	17.1 (n = 6)	37.1 (n = 13)	31.4 (n = 11)
	10 <sup>th</sup> Grade	5.3 (n = 1)	15.8 (n = 3)	52.6 (n = 10)	26.3 (n = 5)
	11 <sup>th</sup> Grade	30.0 (n = 3)	10.0 (n = 1)	20.0 (n = 2)	40.0 (n = 4)
27. In comparison to other activities I do, it is very important to me to be a good reader	9 <sup>th</sup> Grade	17.1 (n = 6)	20.0 (n = 7)	42.9 (n = 15)	20.0 (n = 7)
	10 <sup>th</sup> Grade	5.3 (n = 1)	31.6 (n = 6)	52.6 (n = 10)	10.5 (n = 2)
	11 <sup>th</sup> Grade	30.0 (n = 3)	20.0 (n = 2)	30.0 (n = 3)	20.0 (n = 2)
C. Reading Involvement					

6. I enjoy a long, involved story or fiction book	9 <sup>th</sup> Grade	8.6 (n = 3)	17.1 (n = 6)	42.9 (n = 15)	31.4 (n = 11)
	10 <sup>th</sup> Grade	0.0 (n = 0)	5.3 (n = 1)	36.8 (n = 7)	57.9 (n = 11)
	11 <sup>th</sup> Grade	20.0 (n = 2)	10.0 (n = 1)	50.0 (n = 5)	20.0 (n = 2)
12. I make pictures in my mind when I read	9 <sup>th</sup> Grade	8.6 (n = 3)	22.9 (n = 8)	22.9 (n = 8)	45.7 (n = 16)
	10 <sup>th</sup> Grade	0.0 (n = 0)	5.3 (n = 1)	31.6 (n = 6)	63.2 (n = 12)
	11 <sup>th</sup> Grade	0.0 (n = 0)	10.0 (n = 1)	40.0 (n = 4)	50.0 (n = 5)
22. I read stories about fantasy and make believe	9 <sup>th</sup> Grade	14.3 (n = 5)	14.3 (n = 5)	31.4 (n = 11)	40.0 (n = 14)
	10 <sup>th</sup> Grade	0.0 (n = 0)	47.4 (n = 9)	26.3 (n = 5)	26.3 (n = 5)
	11 <sup>th</sup> Grade	10.0 (n = 1)	10.0 (n = 1)	50.0 (n = 5)	30.0 (n = 3)
30. I like mysteries	9 <sup>th</sup> Grade	2.9 (n = 1)	11.4 (n = 4)	34.3 (n = 12)	51.4 (n = 18)
	10 <sup>th</sup> Grade	10.5 (n = 2)	15.8 (n = 3)	26.3 (n = 5)	47.4 (n = 9)
	11 <sup>th</sup> Grade	10.0 (n = 1)	20.0 (n = 2)	10.0 (n = 1)	60.0 (n = 6)
33. I read a lot of adventure stories	9 <sup>th</sup> Grade	17.1 (n = 6)	11.4 (n = 4)	45.7 (n = 16)	25.7 (n = 9)
	10 <sup>th</sup> Grade	10.5 (n = 2)	21.1 (n = 4)	47.4 (n = 9)	21.1 (n = 4)

	11 <sup>th</sup> Grade	20.0 (n = 2)	10.0 (n = 1)	40.0 (n = 4)	30.0 (n = 3)
35. I feel like I make friends with people in good books	9 <sup>th</sup> Grade	45.7 (n = 16)	28.6 (n = 10)	11.4 (n = 4)	14.3 (n = 5)
	10 <sup>th</sup> Grade	31.6 (n = 6)	31.6 (n = 6)	31.6 (n = 6)	5.3 (n = 1)
	11 <sup>th</sup> Grade	50.0 (n = 5)	10.0 (n = 1)	20.0 (n = 2)	20.0 (n = 2)

Table 4.36

*Collapsed Responses - Intrinsic Motivation Reading Perceptions of 9<sup>th</sup> –11<sup>th</sup> grade Latinx Students by Grade Level (%)*

Survey Item		Different from Me	Like Me
A. Reading Curiosity			
4. If the teacher discusses something interesting I might read more about it.	9 <sup>th</sup> Grade	14.3 (n = 5)	85.7 (n = 30)
	10 <sup>th</sup> Grade	26.3 (n = 5)	73.7 (n = 14)
	11 <sup>th</sup> Grade	20.0 (n = 2)	80.0 (n = 8)
10. I have favorite subjects that I like to read about	9 <sup>th</sup> Grade	22.9 (n = 8)	77.1 (n = 27)
	10 <sup>th</sup> Grade	26.3 (n = 5)	73.7 (n = 14)
	11 <sup>th</sup> Grade	40.0 (n = 4)	60.0 (n = 6)

19. I read to learn new information about topics that interest me	9 <sup>th</sup> Grade	20.0 (n = 7)	80.0 (n = 28)
	10 <sup>th</sup> Grade	36.8 (n = 7)	63.2 (n = 12)
	11 <sup>th</sup> Grade	30.0 (n = 3)	70.0 (n = 7)
25. I like to read about new things	9 <sup>th</sup> Grade	28.6 (n = 10)	71.4 (n = 25)
	10 <sup>th</sup> Grade	26.3 (n = 5)	73.7 (n = 14)
	11 <sup>th</sup> Grade	30.0 (n = 3)	70.0 (n = 7)
29. I read about my hobbies to learn more about them	9 <sup>th</sup> Grade	37.1 (n = 13)	62.9 (n = 22)
	10 <sup>th</sup> Grade	52.6 (n = 10)	47.4 (n = 9)
	11 <sup>th</sup> Grade	50.0 (n = 5)	50.0 (n = 5)
B. Importance of Reading			
17. It is very important to me to be a good reader	9 <sup>th</sup> Grade	31.4 (n = 11)	68.6 (n = 24)
	10 <sup>th</sup> Grade	21.1 (n = 4)	78.9 (n = 15)
	11 <sup>th</sup> Grade	40.0 (n = 4)	60.0 (n = 6)

27. In comparison to other activities I do, it is very important to me to be a good reader	9 <sup>th</sup> Grade	37.1 (n = 13)	62.9 (n = 22)
	10 <sup>th</sup> Grade	36.8 (n = 7)	63.2 (n = 12)
	11 <sup>th</sup> Grade	50.0 (n = 5)	50.0 (n = 5)
C. Reading Involvement			
6. I enjoy a long, involved story or fiction book	9 <sup>th</sup> Grade	25.7 (n = 9)	74.3 (n = 26)
	10 <sup>th</sup> Grade	5.3 (n = 1)	94.7 (n = 18)
	11 <sup>th</sup> Grade	30.0 (n = 3)	70.0 (n = 7)
12. I make pictures in my mind when I read	9 <sup>th</sup> Grade	31.4 (n = 11)	68.6 (n = 24)
	10 <sup>th</sup> Grade	5.3 (n = 1)	94.7 (n = 18)
	11 <sup>th</sup> Grade	10.0 (n = 1)	90.0 (n = 9)
22. I read stories about fantasy and make believe	9 <sup>th</sup> Grade	28.6 (n = 10)	71.4 (n = 25)
	10 <sup>th</sup> Grade	47.4 (n = 9)	52.6 (n = 10)
	11 <sup>th</sup> Grade	20.0 (n = 2)	80.0 (n = 8)
30. I like mysteries	9 <sup>th</sup> Grade	14.3 (n = 5)	85.7 (n = 30)

	10 <sup>th</sup> Grade	26.3 (n = 5)	73.7 (n = 14)
	11 <sup>th</sup> Grade	30.0 (n = 3)	70.0 (n = 7)
33. I read a lot of adventure stories	9 <sup>th</sup> Grade	28.6 (n = 10)	71.4 (n = 25)
	10 <sup>th</sup> Grade	31.6 (n = 6)	68.4 (n = 13)
	11 <sup>th</sup> Grade	30.0 (n = 3)	70.0 (n = 7)
35. I feel like I make friends with people in good books	9 <sup>th</sup> Grade	74.3 (n = 26)	25.7 (n = 9)
	10 <sup>th</sup> Grade	63.2 (n = 12)	36.8 (n = 7)
	11 <sup>th</sup> Grade	60.0 (n = 6)	40.0 (n = 4)

Table 4.37

*Collapsed Responses - Combined Total Responses of Intrinsic Motivation Reading Perceptions in 9<sup>th</sup>–11<sup>th</sup> grade Latinx Students by Grade Level (%)*

Combined Survey Items	Different from Me	Like Me
A. Reading Curiosity (Questions 4,10,19,25,29)		
9 <sup>th</sup> Grade	24.6 (n = 43)	75.4 (n = 132)
10 <sup>th</sup> Grade	33.7 (n = 32)	66.3 (n = 63)
11 <sup>th</sup> Grade	34.0 (n = 17)	66.0 (n = 33)

B. Importance of Reading  
(Questions 17,27)

9 <sup>th</sup> Grade	34.3 (n = 24)	65.7 (n = 46)
10 <sup>th</sup> Grade	28.9 (n = 11)	71.1 (n = 27)
11 <sup>th</sup> Grade	45.0 (n = 9)	55.0 (n = 11)

C. Reading Involvement  
(Questions 6,12,22,30,35)

9 <sup>th</sup> Grade	33.8 (n = 71)	66.2 (n = 139)
10 <sup>th</sup> Grade	29.8 (n = 34)	70.2 (n = 80)
11 <sup>th</sup> Grade	30.0 (n = 18)	70.0 (n = 42)

D. Intrinsic Motivation  
(Reading Curiosity, Importance of Reading,  
Reading Involvement)

9 <sup>th</sup> Grade	30.3 (n = 138)	69.7 (n = 317)
10 <sup>th</sup> Grade	31.2 (n = 77)	68.8 (n = 170)
11 <sup>th</sup> Grade	33.8 (n = 44)	66.2 (n = 86)

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**Extrinsic Motivation by Gender**

**Latinx males.** In the third reading motivation category, extrinsic motivation, 9<sup>th</sup> – 11<sup>th</sup> grade Latinx male responses were analyzed under recognition for reading, a

subcategory. Students selected (56.0%) *Different from Me*, when answering item 18: My parents often tell me what a good job I am doing in reading. Students selected (56.0%) *Like Me*, in response to having a teacher say they read well. Students responded with (72.0%) *Different from Me*, in response friends telling them they are a good reader. For item 43: I like to get compliments for my reading, students chose (60%) *Different from Me*. For item 47: I am happy when someone recognizes my reading, students selected (56.0%) *Like Me*.

Responses to the second subcategory of extrinsic motivation, reading for grades, were also analyzed. Latinx male students selected (64.0%) *Like Me* for item 3: I read to improve my grades. For item 38: Grades are a good way to see how well you are doing in reading, students chose (80.0%) *Like Me*. Students responded with (68.0%) *Like Me* for looking forward to finding out their reading grade. For item 53: My parents ask me about my reading grade, student responded with (52.0%) *Like Me*.

**Latinx female.** Extrinsic motivation in 9<sup>th</sup> – 11<sup>th</sup> grade Latinx females was also analyzed. Responses were recorded for analysis under recognition for reading, a subcategory. Female students selected (66.7%) *Different from Me*, when answering item 18: My parents often tell me what a good job I am doing in reading. Students chose (61.5%) *Like Me*, in response to having a teacher say they read well, and (74.4%) *Different from Me*, in response to friends telling them they are a good reader. For item 43: I like to get compliments for my reading, students selected (61.5%) *Different from Me*. For item 47: I am happy when someone recognizes my reading, students responded with (59.0%) *Different from Me*.

Responses to the second subcategory of extrinsic motivation, reading for grades, were also analyzed. Latinx female students chose (59.0%) *Like Me* for item 3: I read to improve my grades. For item 38: Grades are a good way to see how well you are doing in



reading, students chose (69.2%) *Like Me*. Students responded with (56.4%) *Like Me* for looking forward to finding out their reading grade. For item 53: My parents ask me about my reading grade, students responded with (56.4%) *Like Me*.

**Combined total responses and student comparison.** Extrinsic motivation consists of two subcategories: recognition for reading and reading for grades. Relating to the first subcategory, recognition for reading, Latinx 9<sup>th</sup>-11<sup>th</sup> grade males and females combined responses to all five items were (55.2%) *Different from Me* for males and (60.0%) *Different from Me* for females. Responses to item 47 indicated contrasting reading perceptions with Latinx males selecting (56.0%) *Like Me* and Latinx females selecting (59.0%) *Different from Me*. For combined responses in the second subcategory, reading for grades, male students selected (66.0%) *Like Me* in comparison to the female students who selected (60.3%) *Like Me*. Overall combined total responses for extrinsic motivation, which includes both subcategories were (54.2%) *Like Me*, for males, and (51.0%) *Different from Me*, for females. Tables 4.38 – 4.40 show data of Latinx student reading perceptions of extrinsic motivation by gender.

Table 4.38

*Expanded Responses - Extrinsic Motivation Reading Perceptions of 9<sup>th</sup> –11<sup>th</sup> grade Latinx Students by Gender (%)*

Survey Item		Very Different from Me	A Little Different from Me	A Little Like Me	A Lot Like Me
A. Recognition for Reading					
18. My parents often tell me what a good job I am doing in reading	Latinx Male	32.0 (n = 8)	24.0 (n = 6)	28.0 (n = 7)	16.0 (n = 4)
	Latinx Female	46.2 (n = 18)	20.5 (n = 8)	30.8 (n = 12)	2.6 (n = 1)

28. I like having the teacher say I read well	Latinx Male	8.0 (n = 2)	36.0 (n = 9)	44.0 (n = 11)	12.0 (n = 3)
	Latinx Female	20.5 (n = 8)	17.9 (n = 7)	38.5 (n = 15)	23.1 (n = 9)
37. My friends sometimes tell me I am a good reader	Latinx Male	36.0 (n = 9)	36.0 (n = 9)	16.0 (n = 4)	12.0 (n = 3)
	Latinx Female	41.0 (n = 16)	33.3 (n = 13)	15.4 (n = 6)	10.3 (n = 4)
43. I like to get compliments for my reading	Latinx Male	20.0 (n = 5)	40.0 (n = 10)	32.0 (n = 8)	8.0 (n = 2)
	Latinx Female	33.3 (n = 13)	28.2 (n = 11)	25.6 (n = 10)	12.8 (n = 5)
47. I am happy when someone recognizes my reading	Latinx Male	12.0 (n = 3)	32.0 (n = 8)	36.0 (n = 9)	20.0 (n = 5)
	Latinx Female	41.0 (n = 16)	17.9 (n = 7)	28.2 (n = 11)	12.8 (n = 5)
B. Reading For Grades					
3. I read to improve my grades	Latinx Male	0.0 (n = 0)	36.0 (n = 9)	32.0 (n = 8)	32.0 (n = 8)
	Latinx Female	12.8 (n = 5)	28.2 (n = 11)	33.3 (n = 13)	25.6 (n = 10)
38. Grades are a good way to see how well you are doing in reading	Latinx Male	8.0 (n = 2)	12.0 (n = 3)	44.0 (n = 11)	36.0 (n = 9)
	Latinx Female	12.8 (n = 5)	17.9 (n = 7)	43.6 (n = 17)	25.6 (n = 10)
50. I look forward to finding out my reading grade	Latinx Male	8.0 (n = 2)	24.0 (n = 6)	40.0 (n = 10)	28.0 (n = 7)
	Latinx Female	20.5 (n = 8)	23.1 (n = 9)	30.8 (n = 12)	25.6 (n = 10)

53. My parents ask me about my reading grade	Latinx Male	28.0 (n = 7)	20.0 (n = 5)	28.0 (n = 7)	24.0 (n = 6)
	Latinx Female	25.6 (n = 10)	17.9 (n = 7)	30.8 (n = 12)	25.6 (n = 10)

Table 4.39

*Collapsed Responses - Extrinsic Motivation Reading Perceptions of 9<sup>th</sup> –11<sup>th</sup> grade Latinx Students by Gender (%)*

Survey Item		Different from Me	Like Me
A. Recognition for Reading			
18. My parents often tell me what a good job I am doing in reading	Latinx Male	56.0 (n = 14)	44.0 (n = 11)
	Latinx Female	66.7 (n = 26)	33.3 (n = 13)
28. I like having the teacher say I read well	Latinx Male	44.0 (n = 11)	56.0 (n = 14)
	Latinx Female	38.5 (n = 15)	61.5 (n = 24)
37. My friends sometimes tell me I am a good reader	Latinx Male	72.0 (n = 18)	28.0 (n = 7)
	Latinx Female	74.4 (n = 29)	25.6 (n = 10)
43. I like to get compliments for my reading	Latinx Male	60.0 (n = 15)	40.0 (n = 10)
	Latinx Female	61.5 (n = 24)	38.5 (n = 15)

47. I am happy when someone recognizes my reading	Latinx Male	44.0 (n = 11)	56.0 (n = 14)
	Latinx Female	59.0 (n = 23)	41.0 (n = 16)
B. Reading For Grades			
3. I read to improve my grades	Latinx Male	36.0 (n = 9)	64.0 (n = 16)
	Latinx Female	41.0 (n = 16)	59.0 (n = 23)
38. Grades are a good way to see how well you are doing in reading	Latinx Male	20.0 (n = 5)	80.0 (n = 20)
	Latinx Female	30.8 (n = 12)	69.2 (n = 27)
50. I look forward to finding out my reading grade	Latinx Male	32.0 (n = 8)	68.0 (n = 17)
	Latinx Female	43.6 (n = 17)	56.4 (n = 22)
53. My parents ask me about my reading grade	Latinx Male	48.0 (n = 12)	52.0 (n = 13)
	Latinx Female	43.6 (n = 17)	56.4 (n = 22)

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Table 4.40

*Collapsed Responses – Combined Total Responses of Extrinsic Motivation Reading Perceptions in 9<sup>th</sup>–11<sup>th</sup> grade Latinx Students by Gender*

Combined Survey Items		Different from Me	Like Me
A. Recognition for Reading (Questions 18,28,37,43,47)			
	Latinx Male	55.2 (n = 69)	44.8 (n = 56)
	Latinx Female	60.0 (n = 117)	40.0 (n = 78)
B. Reading for Grades (Questions 3,38,50,53)			
	Latinx Male	34.0 (n = 34)	66.0 (n = 66)
	Latinx Female	39.7 (n = 62)	60.3 (n = 94)
C. Extrinsic Motivation (Recognition for Reading, Reading for Grades)			
	Latinx Male	45.8 (n = 103)	54.2 (n = 122)
	Latinx Female	51.0 (n = 179)	49.0 (n = 172)

### Extrinsic Motivation by Grade

**Grade 9.** Latinx 9<sup>th</sup> grade responses were analyzed under recognition for reading, a subcategory. Students selected (54.3%) *Different from Me*, when answering item 18: My parents often tell me what a good job I am doing in reading. Students selected (71.4%) *Like Me*, in response to having a teacher say they read well, and (71.4%)

*Different from Me*, in response to friends telling them they are a good reader. For item 43: I like to get compliments for my reading, students chose (60.0%) *Different from Me*. For item 47: I am happy when someone recognizes my reading, students selected (51.4%) *Like Me*.

Responses to the second subcategory of extrinsic motivation, reading for grades, were also analyzed. Grade 9 students selected (65.7%) *Like Me* for item 3: I read to improve my grades. For item 38: Grades are a good way to see how well you are doing in reading, students chose (77.1%) *Like Me*. Students responded with (57.1%) *Like Me* for looking forward to finding out their reading grade. For item 53: My parents ask me about my reading grade, student responded with (62.9%) *Like Me*.

**Grade 10.** Tenth grade Latinx responses were recorded for analysis under recognition for reading, a subcategory. Grade 10 students selected (68.4%) *Different from Me*, when answering item 18: My parents often tell me what a good job I am doing in reading. Students chose (57.9%) *Different from Me*, in response to having a teacher say they read well. Students responded with (68.4%) *Different from Me*, in response friends telling them they are a good reader. For item 43: I like to get compliments for my reading, students selected (57.9%) *Different from Me*. For item 47: I am happy when someone recognizes my reading, students responded with (57.9%) *Different from Me*.

Responses to the second subcategory of extrinsic motivation, reading for grades, were also analyzed. Grade 9 students chose (57.9%) *Like Me* for item 3: I read to improve my grades. For item 38: Grades are a good way to see how well you are doing in reading, students chose (73.7%) *Like Me*. Students responded with (68.4%) *Like Me* for looking forward to finding out their reading grade. For item 53: My parents ask me about my reading grade, students responded with (52.6%) *Different from Me*.

**Grade 11.** Eleventh grade Latinx participant responses were recorded for analysis under recognition for reading, a subcategory. Students selected (80.0%) *Different from Me*, when answering item 18: My parents often tell me what a good job I am doing in reading. Student responses were split with (50.0%) *Different from Me* and (50.0%) *Like Me*, in response to having a teacher say they read well, and (90.0%) *Different from Me*, in response friends telling them they are a good reader. For item 43: I like to get compliments for my reading, students selected (70.0%) *Different from Me*. For item 47: I am happy when someone recognizes my reading, students responded with (60.0%) *Different from Me*.

Responses to the second subcategory of extrinsic motivation, reading for grades, were also analyzed. Latinx, grade 11 student responses were split (50.0%) *Different from Me*, and (50.0%) *Like Me* for item 3: I read to improve my grades. For item 38: Grades are a good way to see how well you are doing in reading, students chose (60.0%) *Like Me*. Students responded with (60.0%) *Like Me* for looking forward to finding out their reading grade. For item 53: My parents ask me about my reading grade, students responded with (60.0%) *Different from Me*.

**Combined total responses and student comparison.** Extrinsic motivation consists of two subcategories: recognition for reading and reading for grades. Relating to the first subcategory, recognition for reading, combined total responses to all five items were (52.6%) *Different from Me* for 9<sup>th</sup> graders, 10 graders (62.1%) *Different from Me*, and for 11<sup>th</sup> graders (70.0%) *Different from Me*. Responses to item 28 indicated contrasting reading perceptions, 9<sup>th</sup> grade students chose (71.4%) *Like Me*, in comparison to 10<sup>th</sup> graders (57.9%) *Different from Me*; and equally split responses of (50.0%) *Different from Me* and (50.0%) *Like Me* for 11<sup>th</sup> graders.

For combined total responses to four items in the second subcategory, reading for grades, 9<sup>th</sup> grade students selected (65.7%) *Like Me*, 10<sup>th</sup> grade (61.8%) *Like Me*, and 11<sup>th</sup> grade (52.5%) *Like Me*. Contrasting reading perceptions were indicated in item 53 with 9<sup>th</sup> graders selecting (62.9%) *Like Me*, 10<sup>th</sup> grade (52.6%) *Different from Me*, and 11<sup>th</sup> grade (60.0%) *Different from Me*. Overall combined total responses for extrinsic motivation, which includes both subcategories was (55.6%) *Like Me*, for 9<sup>th</sup> graders, 10<sup>th</sup> grade (51.5%) *Different from Me*, and 11<sup>th</sup> grade (60.0%) *Different from Me*. Data on Latinx reading motivation perceptions for extrinsic motivation is shown in tables 4.41 – 4.43, by grade level.

Table 4.41

*Expanded Responses - Extrinsic Motivation Reading Perceptions of 9<sup>th</sup> –11<sup>th</sup> grade Latinx Students by Grade Level (%)*

Survey Item		Very Different from Me	A Little Different from Me	A Little Like Me	A Lot Like Me
A. Recognition for Reading					
18. My parents often tell me what a good job I am doing in reading	9 <sup>th</sup> Grade	31.4 (n = 11)	22.9 (n = 8)	34.3 (n = 12)	11.4 (n = 4)
	10 <sup>th</sup> Grade	42.1 (n = 8)	26.3 (n = 5)	26.3 (n = 5)	5.3 (n = 1)
	11 <sup>th</sup> Grade	70.0 (n = 7)	10.0 (n = 1)	20.0 (n = 2)	0.0 (n = 0)
28. I like having the teacher say I read well	9 <sup>th</sup> Grade	11.4 (n = 4)	17.1 (n = 6)	51.4 (n = 18)	20.0 (n = 7)
	10 <sup>th</sup> Grade	15.8 (n = 3)	42.1 (n = 8)	31.6 (n = 6)	10.5 (n = 2)



	11 <sup>th</sup> Grade	30.0 (n = 3)	20.0 (n = 2)	20.0 (n = 2)	30.0 (n = 3)
37. My friends sometimes tell me I am a good reader	9 <sup>th</sup> Grade	42.9 (n = 15)	28.6 (n = 10)	14.3 (n = 5)	14.3 (n = 5)
	10 <sup>th</sup> Grade	26.3 (n = 5)	42.1 (n = 8)	26.3 (n = 5)	5.3 (n = 1)
	11 <sup>th</sup> Grade	50.0 (n = 5)	40.0 (n = 4)	0.0 (n = 0)	10.0 (n = 1)
43. I like to get compliments for my reading	9 <sup>th</sup> Grade	28.6 (n = 10)	31.4 (n = 11)	34.3 (n = 12)	5.7 (n = 2)
	10 <sup>th</sup> Grade	26.3 (n = 5)	31.6 (n = 6)	26.3 (n = 5)	15.8 (n = 3)
	11 <sup>th</sup> Grade	30.0 (n = 3)	40.0 (n = 4)	10.0 (n = 1)	20.0 (n = 2)
47. I am happy when someone recognizes my reading	9 <sup>th</sup> Grade	31.4 (n = 11)	17.1 (n = 6)	34.3 (n = 12)	17.1 (n = 6)
	10 <sup>th</sup> Grade	21.1 (n = 4)	36.8 (n = 7)	26.3 (n = 5)	15.8 (n = 3)
	11 <sup>th</sup> Grade	40.0 (n = 4)	20.0 (n = 2)	30.0 (n = 3)	10.0 (n = 1)
B. Reading For Grades					
3. I read to improve my grades	9 <sup>th</sup> Grade	2.9 (n = 1)	31.4 (n = 11)	37.1 (n = 13)	28.6 (n = 10)
	10 <sup>th</sup> Grade	10.5 (n = 2)	31.6 (n = 6)	26.3 (n = 5)	31.6 (n = 6)
	11 <sup>th</sup> Grade	20.0 (n = 2)	30.0 (n = 3)	30.0 (n = 3)	20.0 (n = 2)

38. Grades are a good way to see how well you are doing in reading	9 <sup>th</sup> Grade	8.6 (n = 3)	14.3 (n = 5)	45.7 (n = 16)	31.4 (n = 11)
	10 <sup>th</sup> Grade	15.8 (n = 3)	10.5 (n = 2)	42.1 (n = 8)	31.6 (n = 6)
	11 <sup>th</sup> Grade	10.0 (n = 1)	30.0 (n = 3)	40.0 (n = 4)	20.0 (n = 2)
50. I look forward to finding out my reading grade	9 <sup>th</sup> Grade	14.3 (n = 5)	28.6 (n = 10)	28.6 (n = 10)	28.6 (n = 10)
	10 <sup>th</sup> Grade	10.5 (n = 2)	21.1 (n = 4)	42.1 (n = 8)	26.3 (n = 5)
	11 <sup>th</sup> Grade	30.0 (n = 3)	10.0 (n = 1)	40.0 (n = 4)	20.0 (n = 2)
53. My parents ask me about my reading grade	9 <sup>th</sup> Grade	25.7 (n = 9)	11.4 (n = 4)	28.6 (n = 10)	34.3 (n = 12)
	10 <sup>th</sup> Grade	21.1 (n = 4)	31.6 (n = 6)	36.8 (n = 7)	10.5 (n = 2)
	11 <sup>th</sup> Grade	40.0 (n = 4)	20.0 (n = 2)	20.0 (n = 2)	20.0 (n = 2)

Table 4.42

*Collapsed Responses - Extrinsic Motivation Reading Perceptions of 9<sup>th</sup> –11<sup>th</sup> grade Latinx Students by Grade Level (%)*

Survey Item		Different from Me	Like Me
A. Recognition for Reading			
18. My parents often tell me what a good job I am doing in reading	9 <sup>th</sup> Grade	54.3 (n = 19)	45.7 (n = 16)
	10 <sup>th</sup> Grade	68.4 (n = 13)	31.6 (n = 6)

	11 <sup>th</sup> Grade	80.0 (n = 8)	20.0 (n = 2)
28. I like having the teacher say I read well	9 <sup>th</sup> Grade	28.6 (n = 10)	71.4 (n = 25)
	10 <sup>th</sup> Grade	57.9 (n = 11)	42.1 (n = 8)
	11 <sup>th</sup> Grade	50.0 (n = 5)	50.0 (n = 5)
37. My friends sometimes tell me I am a good reader	9 <sup>th</sup> Grade	71.4 (n = 25)	28.6 (n = 10)
	10 <sup>th</sup> Grade	68.4 (n = 13)	31.6 (n = 6)
	11 <sup>th</sup> Grade	90.0 (n = 9)	10.0 (n = 1)
43. I like to get compliments for my reading	9 <sup>th</sup> Grade	60.0 (n = 21)	40.0 (n = 14)
	10 <sup>th</sup> Grade	57.9 (n = 11)	42.1 (n = 8)
	11 <sup>th</sup> Grade	70.0 (n = 7)	30.0 (n = 3)
47. I am happy when someone recognizes my reading	9 <sup>th</sup> Grade	48.6 (n = 17)	51.4 (n = 18)
	10 <sup>th</sup> Grade	57.9 (n = 11)	42.1 (n = 8)
	11 <sup>th</sup> Grade	60.0 (n = 6)	40.0 (n = 4)
B. Reading For Grades			
3. I read to improve my grades	9 <sup>th</sup> Grade	34.3 (n = 12)	65.7 (n = 23)

38. Grades are a good way to see how well you are doing in reading	10 <sup>th</sup> Grade	42.1 (n = 8)	57.9 (n = 11)
	11 <sup>th</sup> Grade	50.0 (n = 5)	50.0 (n = 5)
	9 <sup>th</sup> Grade	22.9 (n = 8)	77.1 (n = 27)
50. I look forward to finding out my reading grade	10 <sup>th</sup> Grade	26.3 (n = 5)	73.7 (n = 14)
	11 <sup>th</sup> Grade	40.0 (n = 4)	60.0 (n = 6)
	9 <sup>th</sup> Grade	42.9 (n = 15)	57.1 (n = 20)
53. My parents ask me about my reading grade	10 <sup>th</sup> Grade	31.6 (n = 6)	68.4 (n = 13)
	11 <sup>th</sup> Grade	40.0 (n = 4)	60.0 (n = 6)
	9 <sup>th</sup> Grade	37.1 (n = 13)	62.9 (n = 22)
	10 <sup>th</sup> Grade	52.6 (n = 10)	47.4 (n = 9)
	11 <sup>th</sup> Grade	60.0 (n = 6)	40.0 (n = 4)

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Table 4.43

*Collapsed Responses – Combined Total Responses of Extrinsic Motivation Reading Perceptions in 9<sup>th</sup>–11<sup>th</sup> grade Latinx Students by Grade Level (%)*

Combined Survey Items	Different from Me	Like Me
A. Recognition for Reading (Questions 18,28,37,43,47)		
9 <sup>th</sup> Grade	52.6 (n = 92)	47.4 (n = 83)
10 <sup>th</sup> Grade	62.1 (n = 59)	37.9 (n = 36)
11 <sup>th</sup> Grade	70.0 (n = 35)	30.0 (n = 15)
B. Reading for Grades (Questions 3,38,50,53)		
9 <sup>th</sup> Grade	34.3 (n = 48)	65.7 (n = 92)
10 <sup>th</sup> Grade	38.2 (n = 29)	61.8 (n = 47)
11 <sup>th</sup> Grade	47.5 (n = 19)	52.5 (n = 21)
C. Extrinsic Motivation (Recognition for Reading, Reading for Grades)		
9 <sup>th</sup> Grade	44.4 (n = 140)	55.6 (n = 175)
10 <sup>th</sup> Grade	51.5 (n = 88)	48.5 (n = 83)
11 <sup>th</sup> Grade	60.0 (n = 54)	40.0 (n = 36)

## Social Reasons for Reading by Gender

**Latinx males.** Ninth through eleventh grade Latinx male responses were analyzed for social reasons for reading, a subcategory of social reasons for reading. Latinx male students selected (88.0%) *Different from Me*, when answering item 11: I visit the library often with my family. Students selected (92.0%) *Different from Me*, in response to reading to a brother or sister and students also responded with (80.0%) *Different from Me*, in response to trading things to read with friends. For item 39: I like to help my friends with their schoolwork in reading, students selected (56.0%) *Different from Me*. Latinx students selected (84.0%) *Different from Me* for item 42: I sometimes read to my parents. When talking to friends about reading, students chose (72.0%) *Different from Me* and selected (56.0%) *Different from Me* when telling their family about what they are reading.

The second subcategory of social reasons for reading, competition, was also assessed. Latinx male students selected (64.0%) *Like Me* when answering item 1: I like being the best at reading. Students chose (76.0%) *Like Me* for item 9: I try to get more answers right than my friends. For item 41: I am willing to work hard to read better than my friends, students selected (56.0%) *Different from Me*. Latinx male students responded with (56.0%) *Like Me* on the importance of seeing their names on a list of good readers. For item 49: I like being the only one who knows an answer in something we read, students selected (56.0%) *Like Me*. When finishing reading work before other students, students responded with (52.0%) *Like Me*.

The third subcategory of social reasons for reading addresses compliance. Male students selected (56.0%) *Like Me* for reading because they have to. In response to doing as little schoolwork as possible in reading, students responded with (80.0%) *Different from Me*. Students responded with (68.0%) *Like Me* to item 36 which addresses the

importance of finishing every reading assignment. Latinx male students selected (68.0%) *Like Me* for always try to finish reading on time. For item 51: I always do work exactly as the teacher wants it, Latinx male students responded with (60.0%) *Like Me*.

The final subcategory under social reasons for reading is reading work avoidance. For item 13: I don't like reading something when the words are too difficult, students responded with (64.0%) *Different from Me*. Latinx male students selected (64.0%) *Different from Me* in response to item 24: I don't like vocabulary questions. Students responded to item 32: Complicated stories are no fun to read with (56.0%) *Different from Me*. Students responded to item 40: I don't like it when there are too many people in the story, with (64.0%) *Different from Me*.

**Latinx females.** Ninth through eleventh grade Latinx female responses were also analyzed under social reasons for reading, a sub reading motivation category. Students selected (94.9%) *Different from Me*, when answering item 11: I visit the library often with my family. Students selected (76.9%) *Different from Me*, in response to reading to a brother or sister. Students also responded with (69.2%) *Different from Me*, in response to trading things to read with friends. For item 39: I like to help my friends with their schoolwork in reading, Latinx students selected (51.3%) *Different from Me*. Students selected (69.2%) *Different from Me* for item 42: I sometimes read to my parents. When talking to friends about reading, students selected (51.3%) *Like Me*. Students responded with (61.5%) *Like Me* for telling their family about what they are reading.

The second subcategory of social reasons for reading, competition, was also assessed in Latinx females. Students selected (56.4%) *Like Me* when answering item 1: I like being the best at reading. Students chose (59.0%) *Like Me* for item 9: I try to get more answers right than my friends. For item 41: I am willing to work hard to read better than my friends, students selected (56.4%) *Different from Me*. Students responded with

(53.8%) *Different from Me* on the importance of seeing their names on a list of good readers. For item 49: I like being the only one who knows an answer in something we read, students selected (59.0%) *Different from Me*. When finishing reading work before other students, male students (64.1%) responded with *Different from Me*.

The third subcategory of social reasons for reading addresses compliance. In response to item 23: I read because I have to, female students selected (56.4%) *Different from Me*. For item 34: I do as little schoolwork as possible in reading, students responded with (74.4%) *Different from Me*. Students responded with (61.5%) *Like Me* to item 36 which addresses the importance of finishing every reading assignment. Latinx female students selected (61.5%) *Like Me* for always try to finish reading on time. For item 51: I always do work exactly as the teacher wants it, Latinx students responded with (61.5%) *Like Me*.

The final subcategory under social reasons for reading is reading work avoidance. For item 13: I don't like reading something when the words are too difficult, AA female students responded with (59.0 %) *Different from Me*. Students selected (64.1%) *Different from Me* in response to item 24: I don't like vocabulary questions. Students responded to item 32: Complicated stories are no fun to read with (61.5%) *Different from Me*. Students responded to item 40: I don't like it when there are too many people in the story with (61.5%) *Different from Me*.

**Combined total responses and student comparison.** Social reasons for reading consist of four subcategories: social reasons for reading, competition, compliance, and reading work avoidance. Relating to social reasons for reading, Latinx 9<sup>th</sup>–11<sup>th</sup> grade males and females combined total responses were (75.4%) *Different from Me* for males and (64.1%) *Different from Me* for females. Responses to item 48 indicated contrasting



perceptions with males selecting (56.0%) *Different from Me*, and females (61.5%) *Like Me*.

For reading competition, male students selected (58.0%) *Like Me* in comparison to the female students who selected (53.0%) *Different from Me*. Responses to item 44 indicated contrasting perceptions with males selecting (56.0%) *Like Me*, and females (53.8%) *Different from Me*. Contrasting reading perceptions were also indicated in item 49 with males selecting (56.0%) *Like Me*, and females (59.0%) *Different from Me*. Contrasting reading perceptions were shown through responses to item 52 with males selecting (52.0%) *Like Me*, and female (64.1%) *Different from Me*.

In the third subcategory, compliance, male students responded with (54.4%) *Like Me*, in comparison to female students who selected (50.8%) *Like Me*. Responses to item 23 indicated contrasting perceptions with males selecting (56.0%) *Like Me*, and females (56.4%) *Different from Me*. For the last subcategory, reading work avoidance, male students responded with (62.0%) *Different from Me*, female students responded with (61.5%) *Different from Me*. Overall combined, selected responses for social reasons for reading, including all subcategories, for Latinx males was (57.1%) *Different from Me*, in comparison to Latinx females who selected (57.2%) *Different from Me*. Tables 4.44 – 4.46 show frequencies and percentages for Latinx students reading motivation perceptions, for social reasons for reading, by gender.

Table 4.44

*Expanded Responses - Social Reasons Reading Perceptions of 9<sup>th</sup> –11<sup>th</sup> grade Latinx Students by Gender (%)*

Survey Item		Very Different from Me	A Little Different from Me	A Little Like Me	A Lot Like Me
A. Social Reasons for Reading					
11. I visit the library often with my family	Latinx Male	64.0 (n = 16)	24.0 (n = 6)	12.0 (n = 3)	0.0 (n = 0)
	Latinx Female	61.5 (n = 24)	33.3 (n = 13)	5.1 (n = 2)	0.0 (n = 0)
26. I often read to my brother or my sister	Latinx Male	60.0 (n = 15)	32.0 (n = 8)	8.0 (n = 2)	0.0 (n = 0)
	Latinx Female	56.4 (n = 22)	20.5 (n = 8)	17.9 (n = 7)	5.1 (n = 2)
31. My friends and I like to trade things to read	Latinx Male	48.0 (n = 12)	32.0 (n = 8)	16.0 (n = 4)	4.0 (n = 1)
	Latinx Female	35.9 (n = 14)	33.3 (n = 13)	25.6 (n = 10)	5.1 (n = 2)
39. I like to help my friends with their schoolwork in reading	Latinx Male	20.0 (n = 5)	36.0 (n = 9)	28.0 (n = 7)	16.0 (n = 4)
	Latinx Female	23.1 (n = 9)	28.2 (n = 11)	28.2 (n = 11)	20.5 (n = 8)
42. I sometimes read to my parents	Latinx Male	64.0 (n = 16)	20.0 (n = 5)	16.0 (n = 4)	0.0 (n = 0)
	Latinx Female	41.0 (n = 16)	28.2 (n = 11)	20.5 (n = 8)	10.3 (n = 4)

45. I talk to my friends about what I am reading	Latinx Male	32.0 (n = 8)	40.0 (n = 10)	28.0 (n = 7)	0.0 (n = 0)
	Latinx Female	30.8 (n = 12)	17.9 (n = 7)	35.9 (n = 14)	15.4 (n = 6)
48. I like to tell my family about what I am reading	Latinx Male	32.0 (n = 8)	24.0 (n = 6)	24.0 (n = 6)	20.0 (n = 5)
	Latinx Female	17.9 (n = 7)	20.5 (n = 8)	35.9 (n = 14)	25.6 (n = 10)
B. Competition in Reading					
1. I like being the best at reading	Latinx Male	12.0 (n = 3)	24.0 (n = 6)	48.0 (n = 12)	16.0 (n = 4)
	Latinx Female	17.9 (n = 7)	25.6 (n = 10)	35.9 (n = 14)	20.5 (n = 8)
9. I try to get more answers right than my friends	Latinx Male	12.0 (n = 3)	12.0 (n = 3)	44.0 (n = 11)	32.0 (n = 8)
	Latinx Female	20.5 (n = 8)	20.5 (n = 8)	38.5 (n = 15)	20.5 (n = 8)
41. I am willing to work hard to read better than my friends	Latinx Male	24.0 (n = 6)	32.0 (n = 8)	32.0 (n = 8)	12.0 (n = 3)
	Latinx Female	25.6 (n = 10)	30.8 (n = 12)	28.2 (n = 11)	15.4 (n = 6)
44. It is important for me to see my name on a list of good readers	Latinx Male	16.0 (n = 4)	28.0 (n = 7)	48.0 (n = 12)	8.0 (n = 2)
	Latinx Female	30.8 (n = 12)	23.1 (n = 9)	25.6 (n = 10)	20.5 (n = 8)

49. I like being the only one who knows an answer in something we read	Latinx Male	16.0 (n = 4)	28.0 (n = 7)	28.0 (n = 7)	28.0 (n = 7)
	Latinx Female	28.2 (n = 11)	30.8 (n = 12)	25.6 (n = 10)	15.4 (n = 6)
52. I like to finish my reading before other students	Latinx Male	16.0 (n = 4)	32.0 (n = 8)	40.0 (n = 10)	12.0 (n = 3)
	Latinx Female	20.5 (n = 8)	43.6 (n = 17)	20.5 (n = 8)	15.4 (n = 6)
C. Compliance					
23. I read because I have to	Latinx Male	16.0 (n = 4)	28.0 (n = 7)	32.0 (n = 8)	24.0 (n = 6)
	Latinx Female	28.2 (n = 11)	28.2 (n = 11)	28.2 (n = 11)	15.4 (n = 6)
34. I do as little schoolwork as possible in reading	Latinx Male	20.0 (n = 5)	60.0 (n = 15)	12.0 (n = 3)	8.0 (n = 2)
	Latinx Female	30.8 (n = 12)	43.6 (n = 17)	17.9 (n = 7)	7.7 (n = 3)
36. Finishing every reading assignment is very important to me	Latinx Male	4.0 (n = 1)	28.0 (n = 7)	44.0 (n = 11)	24.0 (n = 6)
	Latinx Female	17.9 (n = 7)	20.5 (n = 8)	38.5 (n = 15)	23.1 (n = 9)
46. I always try to finish my reading on time	Latinx Male	4.0 (n = 1)	28.0 (n = 7)	48.0 (n = 12)	20.0 (n = 5)
	Latinx Female	15.4 (n = 6)	23.1 (n = 9)	43.6 (n = 17)	17.9 (n = 7)

51. I always do my reading work exactly as the teacher wants it	Latinx Male	8.0 (n = 2)	32.0 (n = 8)	32.0 (n = 8)	28.0 (n = 7)
	Latinx Female	15.4 (n = 6)	23.1 (n = 9)	41.0 (n = 16)	20.5 (n = 8)
D. Reading Work Avoidance					
13. I don't like reading something when the words are too difficult	Latinx Male	28.0 (n = 7)	36.0 (n = 9)	12.0 (n = 3)	24.0 (n = 6)
	Latinx Female	15.4 (n = 6)	43.6 (n = 17)	33.3 (n = 13)	7.7 (n = 3)
24. I don't like vocabulary questions	Latinx Male	20.0 (n = 5)	44.0 (n = 11)	20.0 (n = 5)	16.0 (n = 4)
	Latinx Female	23.1 (n = 9)	41.0 (n = 16)	23.1 (n = 9)	12.8 (n = 5)
32. Complicated stories are no fun to read	Latinx Male	20.0 (n = 5)	36.0 (n = 9)	28.0 (n = 7)	16.0 (n = 4)
	Latinx Female	17.9 (n = 7)	43.6 (n = 17)	25.6 (n = 10)	12.8 (n = 5)
40. I don't like it when there are too many people in the story	Latinx Male	32.0 (n = 8)	32.0 (n = 8)	16.0 (n = 4)	20.0 (n = 5)
	Latinx Female	30.8 (n = 12)	30.8 (n = 12)	23.1 (n = 9)	15.4 (n = 6)

Table 4.45

*Collapsed Responses - Social Reasons Reading Perceptions of 9<sup>th</sup> –11<sup>th</sup> grade Latinx Students by Gender (%)*

Survey Item		Different from Me	Like Me
A. Social Reasons for Reading			
11. I visit the library often with my family	Latinx Male	88.0 (n = 22)	12.0 (n = 3)
	Latinx Female	94.9 (n = 37)	5.1 (n = 2)
26. I often read to my brother or my sister	Latinx Male	92.0 (n = 23)	8.0 (n = 2)
	Latinx Female	76.9 (n = 30)	23.1 (n = 9)
31. My friends and I like to trade things to read	Latinx Male	80.0 (n = 20)	20.0 (n = 5)
	Latinx Female	69.2 (n = 27)	30.8 (n = 12)
39. I like to help my friends with their schoolwork in reading	Latinx Male	56.0 (n = 14)	44.0 (n = 11)
	Latinx Female	51.3 (n = 20)	48.7 (n = 19)
42. I sometimes read to my parents	Latinx Male	84.0 (n = 21)	16.0 (n = 4)
	Latinx Female	69.2 (n = 27)	30.8 (n = 12)

45. I talk to my friends about what I am reading	Latinx Male	72.0 (n = 18)	28.0 (n = 7)
	Latinx Female	48.7 (n = 19)	51.3 (n = 20)
48. I like to tell my family about what I am reading	Latinx Male	56.0 (n = 14)	44.0 (n = 11)
	Latinx Female	38.5 (n = 15)	61.5 (n = 24)
B. Competition in Reading			
1. I like being the best at reading	Latinx Male	36.0 (n = 9)	64.0 (n = 16)
	Latinx Female	43.6 (n = 17)	56.4 (n = 22)
9. I try to get more answers right than my friends	Latinx Male	24.0 (n = 6)	76.0 (n = 19)
	Latinx Female	41.0 (n = 16)	59.0 (n = 23)
41. I am willing to work hard to read better than my friends	Latinx Male	56.0 (n = 14)	44.0 (n = 11)
	Latinx Female	56.4 (n = 22)	43.6 (n = 17)
44. It is important for me to see my name on a list of good readers	Latinx Male	44.0 (n = 11)	56.0 (n = 14)
	Latinx Female	53.8 (n = 21)	46.2 (n = 18)

49. I like being the only one who knows an answer in something we read	Latinx Male	44.0 (n = 11)	56.0 (n = 14)
	Latinx Female	59.0 (n = 23)	41.0 (n = 16)
52. I like to finish my reading before other students	Latinx Male	48.0 (n = 12)	52.0 (n = 13)
	Latinx Female	64.1 (n = 25)	35.9 (n = 14)
C. Compliance			
23. I read because I have to	Latinx Male	44.0 (n = 11)	56.0 (n = 14)
	Latinx Female	56.4 (n = 22)	43.6 (n = 17)
34. I do as little schoolwork as possible in reading	Latinx Male	80.0 (n = 20)	20.0 (n = 5)
	Latinx Female	74.4 (n = 29)	25.6 (n = 10)
36. Finishing every reading assignment is very important to me	Latinx Male	32.0 (n = 8)	68.0 (n = 17)
	Latinx Female	38.5 (n = 15)	61.5 (n = 24)
46. I always try to finish my reading on time	Latinx Male	32.0 (n = 8)	68.0 (n = 17)
	Latinx Female	38.5 (n = 15)	61.5 (n = 24)



51. I always do my reading work exactly as the teacher wants it	Latinx Male	40.0 (n = 10)	60.0 (n = 15)
	Latinx Female	38.5 (n = 15)	61.5 (n = 24)
D. Reading Work Avoidance			
13. I don't like reading something when the words are too difficult	Latinx Male	64.0 (n = 16)	36.0 (n = 9)
	Latinx Female	59.0 (n = 23)	41.0 (n = 16)
24. I don't like vocabulary questions	Latinx Male	64.0 (n = 16)	36.0 (n = 9)
	Latinx Female	64.1 (n = 25)	35.9 (n = 14)
32. Complicated stories are no fun to read	Latinx Male	56.0 (n = 14)	44.0 (n = 11)
	Latinx Female	61.5 (n = 24)	38.5 (n = 15)
40. I don't like it when there are too many people in the story	Latinx Male	64.0 (n = 16)	36.0 (n = 9)
	Latinx Female	61.5 (n = 24)	38.5 (n = 15)

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Table 4.46

*Collapsed Responses – Combined Total Responses for Social Reasons Reading Perceptions in 9<sup>th</sup>–11<sup>th</sup> grade Latinx Students by Gender (%)*

Combined Survey Items		Different from Me	Like Me
A. Social Reasons for Reading (Questions 11,26,31,39,42,45,48)			
	Latinx Male	75.4 (n = 132)	24.6 (n = 43)
	Latinx Female	64.1 (n = 175)	35.9 (n = 98)
B. Competition in Reading (Questions 1,9,41,44,49,52)			
	Latinx Male	42.0 (n = 63)	58.0 (n = 87)
	Latinx Female	53.0 (n = 124)	47.0 (n = 110)
C. Compliance (Questions 23,34,36,46,51)			
	Latinx Male	45.6 (n = 57)	54.4 (n = 68)
	Latinx Female	49.2 (n = 96)	50.8 (n = 99)
D. Reading Work Avoidance (Questions 13,24,32,40)			
	Latinx Male	62.0 (n = 62)	38.0 (n = 38)
	Latinx Female	61.5 (n = 96)	38.5 (n = 60)

E. Social Reasons for Reading  
(Social Reasons for Reading, Competition in Reading,  
Compliance, Reading Work Avoidance)

Latinx Male	57.1 (n = 314)	42.9 (n = 236)
Latinx Female	57.2 (n = 491)	42.8 (n = 367)

**Social Reasons for Reading by Grade Level**

**Grade 9.** Ninth grade Latinx responses were analyzed for social reasons for reading, a sub reading motivation category. Students selected (91.4%) *Different from Me*, when answering item 11: I visit the library often with my family. Students selected (77.1%) *Different from Me*, in response to reading to a brother or sister, and students also responded with (74.3%) *Different from Me*, in response to trading things to read with friends. For item 39: I like to help my friends with their schoolwork in reading, students selected (57.1%) *Like Me*. Grade 9 students selected (85.7%) *Different from Me* for item 42: I sometimes read to my parents. When talking to friends about reading, students chose (54.3%) *Different from Me* and selected (54.3%) *Like Me* when telling their family about what they are reading.

The second subcategory of social reasons for reading, competition, was also assessed. Ninth grade selected (57.1%) *Like Me* when answering item 1: I like being the best at reading. Students chose (62.9%) *Like Me* for item 9: I try to get more answers right than my friends. For item 41: I am willing to work hard to read better than my friends, students selected (62.9%) *Different from Me*. Students responded with (51.4%) *Different from Me* on the importance of seeing their names on a list of good readers. For item 49: I like being the only one who knows an answer in something we read, students selected (57.1%) *Different from Me*. When finishing reading work before other students, students responded with (62.9%) *Different from Me*.

The third subcategory of social reasons for reading addresses compliance. Latinx grade 9 students selected (54.3%) *Different from Me* for reading because they have to. In response to doing as little schoolwork as possible in reading, students responded with (82.9%) *Different from Me*. Students responded with (62.9%) *Like Me* to item 36 which addresses the importance of finishing every reading assignment. Students selected (65.7%) *Like Me* for always try to finish reading on time. For item 51: I always do work exactly as the teacher wants it, students responded with (71.4%) *Like Me*.

The final subcategory under social reasons for reading is reading work avoidance. For item 13: I don't like reading something when the words are too difficult, students responded with (62.9%) *Different from Me*. Students selected (54.3%) *Different from Me* in response to item 24: I don't like vocabulary questions. Students responded to item 32: Complicated stories are no fun to read with (60.0%) *Different from Me*. Responses to item 40: I don't like it when there are too many people in the story, were (65.7%) *Different from Me*.

**Grade 10.** Tenth grade Latinx responses were also analyzed under social reasons for reading, a subcategory. Students selected (94.7%) *Different from Me*, when answering item 11: I visit the library often with my family. Students selected (94.7%) *Different from Me*, in response to reading to a brother or sister and students also responded with (78.9%) *Different from Me*, in response to trading things to read with friends. For item 39: I like to help my friends with their schoolwork in reading, Latinx students selected (63.2%) *Different from Me*. Students selected (52.6%) *Different from Me* for item 42: I sometimes read to my parents. When talking to friends about reading, student responded with (57.9%) *Different from Me*. Students responded with (63.2%) *Like Me* for telling their family about what they are reading.

The second subcategory of social reasons for reading, competition, was also assessed in Latinx 10<sup>th</sup> graders. Students selected (78.9%) *Like Me* when answering item 1: I like being the best at reading. Students chose (73.7%) *Like Me* for item 9: I try to get more answers right than my friends. For item 41: I am willing to work hard to read better than my friends, students selected (52.6%) *Like Me*. Students responded with (57.9%) *Like Me* on the importance of seeing their names on a list of good readers. For item 49: I like being the only one who knows an answer in something we read, students selected (57.9%) *Different from Me*. When finishing reading work before other students, students (57.9%) responded with *Like Me*.

The third subcategory of social reasons for reading addresses compliance. In response to item 23: I read because I have to, student responded with (52.6%) *Different from Me*. For item 34: I do as little schoolwork as possible in reading, students responded with (79.0%) *Different from Me*. Students chose (68.4%) *Like Me* to item 36 which addressed the importance of finishing every reading assignment. Latinx students selected (73.7 %) *Like Me* for always try to finish reading on time. For item 51: I always do work exactly as the teacher wants it, students responded with (52.6%) *Different from Me*.

The final subcategory under social reasons for reading is reading work avoidance. For item 13: I don't like reading something when the words are too difficult, Latinx students responded with (57.9%) *Different from Me*. Students selected (84.2%) *Different from Me* in response to item 24: I don't like vocabulary questions. Students responded to item 32: Complicated stories are no fun to read with (63.2%) *Different from Me*. Students responded to item 40: I don't like it when there are too many people in the story with (57.9%) *Different from Me*.

**Grade 11.** Eleventh grade Latinx responses were also analyzed under social reasons for reading. Students selected (90.0%) *Different from Me*, when answering item

11: I visit the library often with my family. Students selected (90.0%) *Different from Me*, in response to reading to a brother or sister. Students responded with (60.0%) *Different from Me*, in response to trading things to read with friends. For item 39: I like to help my friends with their schoolwork in reading, Latinx students selected (70.0%) *Different from Me*. Students selected (80.0%) *Different from Me* for item 42: I sometimes read to my parents. When talking to friends about reading, students selected (70.0%) *Different from Me*. Students responded with (60.0%) *Different from Me* for telling their family about what they are reading.

The second subcategory of social reasons for reading, competition, was also assessed in Latinx students. Students selected (70.0%) *Different from Me* when answering item 1: I like being the best at reading. Students chose (60.0%) *Like Me* for item 9: I try to get more answers right than my friends. For item 41: I am willing to work hard to read better than my friends, student responses were equally divided with (50.0%) *Different from Me* and (50.0%) *Like Me*. Students responded with (60.0%) *Different from Me* on the importance of seeing their names on a list of good readers. For item 49: I like being the only one who knows an answer in something we read, students selected (70.0%) *Like Me*. When finishing reading work before other students, students responded with (70.0%) *Different from Me*.

The third subcategory of social reasons for reading addresses compliance. In response to item 23: I read because I have to, students equally selected (50.0%) *Different from Me* and (50.0%) *Like Me*. For item 34: I do as little schoolwork as possible in reading, student responses were also equally divided (50.0%) *Different from Me* and (50.0%) *Like Me*. Students responded with (60.0%) *Like Me* to item 36 which addresses the importance of finishing every reading assignment. Latinx students selected (60.0%) *Different from Me* for always try to finish reading on time. For item 51: I always do work

exactly as the teacher wants it, student responses were split with (50.0%) *Different from Me*, and (50.0%) *Like Me*.

The final subcategory under social reasons for reading is reading work avoidance. For item 13: I don't like reading something when the words are too difficult, Latinx students responded with (60.0 %) *Different from Me*. Students selected (60.0%) *Different from Me* in response to item 24: I don't like vocabulary questions. Student responses were equal to item 32: Complicated stories are no fun to read with (50.0%) *Different from Me* and (50.0%) *Like Me*. Students responded to item 40: I don't like it when there are too many people in the story with (60.0%) *Different from Me*.

**Combined total responses and student comparison.** Social reasons for reading consist of four subcategories: social reasons for reading, competition, compliance, and reading work avoidance. Relating to social reasons for reading, Latinx students' combined total responses were (67.3%) *Different from Me* for 9<sup>th</sup> grade, 10<sup>th</sup> grade (68.4%) *Different from Me*, and 11<sup>th</sup> grade (74.3%) *Different from Me*. Responses to item 39 indicated contrasting perceptions with 9<sup>th</sup> graders selecting (57.1%) *Like Me*, 10<sup>th</sup> graders (63.2%) *Different from Me*, and 11<sup>th</sup> graders with (70.0%) *Different from Me*. Responses to item 48 also indicated contrasting perceptions with 9<sup>th</sup> graders selecting (54.3%) *Like Me*, 10<sup>th</sup> graders (63.2%) *Like Me*, and 11<sup>th</sup> graders with (60.0%) *Different from Me*.

For reading competition, grade 9 students selected (52.4%) *Different from Me*, grade 10 (60.5%) *Like Me*, and grade 11 (53.3%) *Different from Me*. Responses to the several items in this category showed contrasting reading perceptions. For item 1, 9<sup>th</sup> grade students chose (57.1%) *Like Me*, 10<sup>th</sup> grade (78.9%) *Like Me*, and 11<sup>th</sup> grade (70.0%) *Different from Me*. For item 41, 9<sup>th</sup> grade students selected (62.9%) *Different from Me*, 10<sup>th</sup> grade (52.6%) *Like Me*, and 11<sup>th</sup> grade responses were split equally with

(50.0%) *Different from Me* and (50.0%) *Like Me*. Responses to item 49 showed contrasting perceptions with 9<sup>th</sup> graders choosing (57.1%) *Different from Me*, 10<sup>th</sup> graders (57.9%) *Different from Me*, and 11<sup>th</sup> graders (70.0%) *Like Me*. Lastly, responses to item 52 showed contrasting reading perceptions between grader with 9<sup>th</sup> graders choosing (62.9%) *Different from Me*, 10<sup>th</sup> graders (57.9%) *Like Me*, and 11<sup>th</sup> graders (70.0%) *Different from Me*.

In the third subcategory, compliance, students responded with (52.6%) *Like Me* for 9<sup>th</sup> grade, 10<sup>th</sup> grade (52.6%) *Like Me*, and 11<sup>th</sup> grade responses were split with (50.0%) *Different from Me*, and (50.0%) *Like Me*. Responses to the several items in this category showed contrasting reading perceptions. For item 23, 9<sup>th</sup> grade students chose (54.3%) *Different from Me*, 10<sup>th</sup> grade (52.6%) *Like Me*, and 11<sup>th</sup> grade responses were equally divided with (50.0%) *Different from Me* and (50.0%) *Like Me*. For item 46, 9<sup>th</sup> grade students selected (65.7%) *Like Me*, 10<sup>th</sup> grade (73.7%) *Like Me*, and 11<sup>th</sup> grade (60.0%) *Different from Me*. Lastly, responses to item 51 showed contrasting perceptions with 9<sup>th</sup> graders choosing (71.4%) *Like Me*, 10<sup>th</sup> graders (52.6%) *Different from Me*, and 11<sup>th</sup> grade responses were split equally with (50.0%) *Different from Me* and (50.0%) *Like Me*.

The final reading subcategory under social reasons for reading is reading work avoidance. Grade 9 students responded with (60.7%) *Different from Me*, and grade 10 (65.8%) *Different from Me*, and grade 11 (57.5%) *Different from Me*. Overall combined, responses for social reasons for reading, including all subcategories, for Latinx 9<sup>th</sup> – 11<sup>th</sup> grade students was (57.5%) *Different from Me* for 9<sup>th</sup> graders, 10<sup>th</sup> graders (55.3%) *Different from Me*, and 11<sup>th</sup> graders (60.0%) *Different from Me*. Tables 4.47 – 4.49 show data on reading motivations perceptions of social reasons for reading, by grade level.



Table 4.47

*Expanded Responses - Social Reasons Reading Perceptions of 9<sup>th</sup> –11<sup>th</sup> grade Latinx Students by Grade Level (%)*

Survey Item		Very Different from Me	A Little Different from Me	A Little Like Me	A Lot Like Me
A. Social Reasons for Reading					
11. I visit the library often with my family	9 <sup>th</sup> Grade	60.0 (n = 21)	31.4 (n = 11)	8.6 (n = 3)	0.0 (n = 0)
	10 <sup>th</sup> Grade	73.7 (n = 14)	21.1 (n = 4)	5.3 (n = 1)	0.0 (n = 0)
	11 <sup>th</sup> Grade	50.0 (n = 5)	40.0 (n = 4)	10.0 (n = 1)	0.0 (n = 0)
26. I often read to my brother or my sister	9 <sup>th</sup> Grade	54.3 (n = 19)	22.9 (n = 8)	20.0 (n = 7)	2.9 (n = 1)
	10 <sup>th</sup> Grade	52.6 (n = 10)	42.1 (n = 8)	5.3 (n = 1)	0.0 (n = 0)
	11 <sup>th</sup> Grade	80.0 (n = 8)	10.0 (n = 1)	10.0 (n = 1)	0.0 (n = 0)
31. My friends and I like to trade things to read	9 <sup>th</sup> Grade	40.0 (n = 14)	34.3 (n = 12)	20.0 (n = 7)	5.7 (n = 2)
	10 <sup>th</sup> Grade	42.1 (n = 8)	36.8 (n = 7)	21.1 (n = 4)	0.0 (n = 0)
	11 <sup>th</sup> Grade	40.0 (n = 4)	20.0 (n = 2)	30.0 (n = 3)	10.0 (n = 1)
39. I like to help my friends with their schoolwork in reading	9 <sup>th</sup> Grade	25.7 (n = 9)	17.1 (n = 6)	34.3 (n = 12)	22.9 (n = 8)
	10 <sup>th</sup> Grade	10.5 (n = 2)	52.6 (n = 10)	21.1 (n = 4)	15.8 (n = 3)

	11 <sup>th</sup> Grade	30.0 (n = 3)	40.0 (n = 4)	20.0 (n = 2)	10.0 (n = 1)
42. I sometimes read to my parents	9 <sup>th</sup> Grade	54.3 (n = 19)	31.4 (n = 11)	11.4 (n = 4)	2.9 (n = 1)
	10 <sup>th</sup> Grade	31.6 (n = 6)	21.1 (n = 4)	42.1 (n = 8)	5.3 (n = 1)
	11 <sup>th</sup> Grade	70.0 (n = 7)	10.0 (n = 1)	20.0 (n = 2)	0.0 (n = 0)
45. I talk to my friends about what I am reading	9 <sup>th</sup> Grade	40.0 (n = 14)	14.3 (n = 5)	37.1 (n = 13)	8.6 (n = 3)
	10 <sup>th</sup> Grade	21.1 (n = 4)	36.8 (n = 7)	36.8 (n = 7)	5.3 (n = 1)
	11 <sup>th</sup> Grade	20.0 (n = 2)	50.0 (n = 5)	10.0 (n = 1)	20.0 (n = 2)
48. I like to tell my family about what I am reading	9 <sup>th</sup> Grade	28.6 (n = 10)	17.1 (n = 6)	28.6 (n = 10)	25.7 (n = 9)
	10 <sup>th</sup> Grade	10.5 (n = 2)	26.3 (n = 5)	36.8 (n = 7)	26.3 (n = 5)
	11 <sup>th</sup> Grade	30.0 (n = 3)	30.0 (n = 3)	30.0 (n = 3)	10.0 (n = 1)
<b>B. Competition in Reading</b>					
1. I like being the best at reading	9 <sup>th</sup> Grade	22.9 (n = 8)	20.0 (n = 7)	34.3 (n = 12)	22.9 (n = 8)
	10 <sup>th</sup> Grade	0.0 (n = 0)	21.1 (n = 4)	63.2 (n = 12)	15.8 (n = 3)
	11 <sup>th</sup> Grade	20.0 (n = 2)	50.0 (n = 5)	20.0 (n = 2)	10.0 (n = 1)
9. I try to get more answers right than my friends	9 <sup>th</sup> Grade	20.0 (n = 7)	17.1 (n = 6)	40.0 (n = 14)	22.9 (n = 8)

	10 <sup>th</sup> Grade	10.5 (n = 2)	15.8 (n = 3)	42.1 (n = 8)	31.6 (n = 6)
	11 <sup>th</sup> Grade	20.0 (n = 2)	20.0 (n = 2)	40.0 (n = 4)	20.0 (n = 2)
41. I am willing to work hard to read better than my friends	9 <sup>th</sup> Grade	31.4 (n = 11)	31.4 (n = 11)	25.7 (n = 9)	11.4 (n = 4)
	10 <sup>th</sup> Grade	15.8 (n = 3)	31.6 (n = 6)	36.8 (n = 7)	15.8 (n = 3)
	11 <sup>th</sup> Grade	20.0 (n = 2)	30.0 (n = 3)	30.0 (n = 3)	20.0 (n = 2)
44. It is important for me to see my name on a list of good readers	9 <sup>th</sup> Grade	28.6 (n = 10)	22.9 (n = 8)	28.6 (n = 10)	20.0 (n = 7)
	10 <sup>th</sup> Grade	15.8 (n = 3)	26.3 (n = 5)	47.4 (n = 9)	10.5 (n = 2)
	11 <sup>th</sup> Grade	30.0 (n = 3)	30.0 (n = 3)	30.0 (n = 3)	10.0 (n = 1)
49. I like being the only one who knows an answer in something we read	9 <sup>th</sup> Grade	28.6 (n = 10)	28.6 (n = 10)	20.0 (n = 7)	22.9 (n = 8)
	10 <sup>th</sup> Grade	21.1 (n = 4)	36.8 (n = 7)	31.6 (n = 6)	10.5 (n = 2)
	11 <sup>th</sup> Grade	10.0 (n = 1)	20.0 (n = 2)	40.0 (n = 4)	30.0 (n = 3)
52. I like to finish my reading before other students	9 <sup>th</sup> Grade	17.1 (n = 6)	45.7 (n = 16)	22.9 (n = 8)	14.3 (n = 5)
	10 <sup>th</sup> Grade	15.8 (n = 3)	26.3 (n = 5)	47.4 (n = 9)	10.5 (n = 2)
	11 <sup>th</sup> Grade	30.0 (n = 3)	40.0 (n = 4)	10.0 (n = 1)	20.0 (n = 2)

### C. Compliance

23. I read because I have to	9 <sup>th</sup> Grade	22.9 (n = 8)	31.4 (n = 11)	22.9 (n = 8)	22.9 (n = 8)
	10 <sup>th</sup> Grade	26.3 (n = 5)	21.1 (n = 4)	42.1 (n = 8)	10.5 (n = 2)
	11 <sup>th</sup> Grade	20.0 (n = 2)	30.0 (n = 3)	30.0 (n = 3)	20.0 (n = 2)
34. I do as little schoolwork as possible in reading	9 <sup>th</sup> Grade	22.9 (n = 8)	60.0 (n = 21)	11.4 (n = 4)	5.7 (n = 2)
	10 <sup>th</sup> Grade	42.1 (n = 8)	36.8 (n = 7)	15.8 (n = 3)	5.3 (n = 1)
	11 <sup>th</sup> Grade	10.0 (n = 1)	40.0 (n = 4)	30.0 (n = 3)	20.0 (n = 2)
36. Finishing every reading assignment is very important to me	9 <sup>th</sup> Grade	8.6 (n = 3)	28.6 (n = 10)	42.9 (n = 15)	20.0 (n = 7)
	10 <sup>th</sup> Grade	15.8 (n = 3)	15.8 (n = 3)	36.8 (n = 7)	31.6 (n = 6)
	11 <sup>th</sup> Grade	20.0 (n = 2)	20.0 (n = 2)	40.0 (n = 4)	20.0 (n = 2)
46. I always try to finish my reading on time	9 <sup>th</sup> Grade	11.4 (n = 4)	22.9 (n = 8)	45.7 (n = 16)	20.0 (n = 7)
	10 <sup>th</sup> Grade	5.3 (n = 1)	21.1 (n = 4)	57.9 (n = 11)	15.8 (n = 3)
	11 <sup>th</sup> Grade	20.0 (n = 2)	40.0 (n = 4)	20.0 (n = 2)	20.0 (n = 2)
51. I always do my reading work exactly as the teacher wants it	9 <sup>th</sup> Grade	14.3 (n = 5)	14.3 (n = 5)	45.7 (n = 16)	25.7 (n = 9)
	10 <sup>th</sup> Grade	5.3 (n = 1)	47.4 (n = 9)	26.3 (n = 5)	21.1 (n = 4)

	11 <sup>th</sup> Grade	20.0 (n = 2)	30.0 (n = 3)	30.0 (n = 3)	20.0 (n = 2)
D. Reading Work Avoidance					
13. I don't like reading something when the words are too difficult	9 <sup>th</sup> Grade	20.0 (n = 7)	42.9 (n = 15)	25.7 (n = 9)	11.4 (n = 4)
	10 <sup>th</sup> Grade	15.8 (n = 3)	42.1 (n = 8)	36.8 (n = 7)	5.3 (n = 1)
	11 <sup>th</sup> Grade	30.0 (n = 3)	30.0 (n = 3)	0.0 (n = 0)	40.0 (n = 4)
24. I don't like vocabulary questions	9 <sup>th</sup> Grade	22.9 (n = 8)	31.4 (n = 11)	25.7 (n = 9)	20.0 (n = 7)
	10 <sup>th</sup> Grade	21.1 (n = 4)	63.2 (n = 12)	15.8 (n = 3)	0.0 (n = 0)
	11 <sup>th</sup> Grade	20.0 (n = 2)	40.0 (n = 4)	20.0 (n = 2)	20.0 (n = 2)
32. Complicated stories are no fun to read	9 <sup>th</sup> Grade	20.0 (n = 7)	40.0 (n = 14)	25.7 (n = 9)	14.3 (n = 5)
	10 <sup>th</sup> Grade	15.8 (n = 3)	47.4 (n = 9)	31.6 (n = 6)	5.3 (n = 1)
	11 <sup>th</sup> Grade	20.0 (n = 2)	30.0 (n = 3)	20.0 (n = 2)	30.0 (n = 3)
40. I don't like it when there are too many people in the story	9 <sup>th</sup> Grade	37.1 (n = 13)	28.6 (n = 10)	17.1 (n = 6)	17.1 (n = 6)
	10 <sup>th</sup> Grade	21.1 (n = 4)	36.8 (n = 7)	26.3 (n = 5)	15.8 (n = 3)
	11 <sup>th</sup> Grade	30.0 (n = 3)	30.0 (n = 3)	20.0 (n = 2)	20.0 (n = 2)

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Table 4.48

*Collapsed Responses - Social Reasons Reading Perceptions of 9<sup>th</sup>–11<sup>th</sup> grade Latinx Students by Grade Level (%)*

Survey Item		Different from Me	Like Me
A. Social Reasons for Reading			
11. I visit the library often with my family	9 <sup>th</sup> Grade	91.4 (n = 32)	8.6 (n = 3)
	10 <sup>th</sup> Grade	94.7 (n = 18)	5.3 (n = 1)
	11 <sup>th</sup> Grade	90.0 (n = 9)	10.0 (n = 1)
26. I often read to my brother or my sister	9 <sup>th</sup> Grade	77.1 (n = 27)	22.9 (n = 8)
	10 <sup>th</sup> Grade	94.7 (n = 18)	5.3 (n = 1)
	11 <sup>th</sup> Grade	90.0 (n = 9)	10.0 (n = 1)
31. My friends and I like to trade things to read	9 <sup>th</sup> Grade	74.3 (n = 26)	25.7 (n = 9)
	10 <sup>th</sup> Grade	78.9 (n = 15)	21.1 (n = 4)
	11 <sup>th</sup> Grade	60.0 (n = 6)	40.0 (n = 4)
39. I like to help my friends with their schoolwork in reading	9 <sup>th</sup> Grade	42.9 (n = 15)	57.1 (n = 20)
	10 <sup>th</sup> Grade	63.2 (n = 12)	36.8 (n = 7)

	11 <sup>th</sup> Grade	70.0 (n = 7)	30.0 (n = 3)
42. I sometimes read to my parents	9 <sup>th</sup> Grade	85.7 (n = 30)	14.3 (n = 5)
	10 <sup>th</sup> Grade	52.6 (n = 10)	47.4 (n = 9)
	11 <sup>th</sup> Grade	80.0 (n = 8)	20.0 (n = 2)
45. I talk to my friends about what I am reading	9 <sup>th</sup> Grade	54.3 (n = 19)	45.7 (n = 16)
	10 <sup>th</sup> Grade	57.9 (n = 11)	42.1 (n = 8)
	11 <sup>th</sup> Grade	70.0 (n = 7)	30.0 (n = 3)
48. I like to tell my family about what I am reading	9 <sup>th</sup> Grade	45.7 (n = 16)	54.3 (n = 19)
	10 <sup>th</sup> Grade	36.8 (n = 7)	63.2 (n = 12)
	11 <sup>th</sup> Grade	60.0 (n = 6)	40.0 (n = 4)
B. Competition in Reading			
1. I like being the best at reading	9 <sup>th</sup> Grade	42.9 (n = 15)	57.1 (n = 20)
	10 <sup>th</sup> Grade	21.1 (n = 4)	78.9 (n = 15)
	11 <sup>th</sup> Grade	70.0 (n = 7)	30.0 (n = 3)
9. I try to get more answers right than my friends	9 <sup>th</sup> Grade	37.1 (n = 13)	62.9 (n = 22)

	10 <sup>th</sup> Grade	26.3 (n = 5)	73.7 (n = 14)
	11 <sup>th</sup> Grade	40.0 (n = 4)	60.0 (n = 6)
41. I am willing to work hard to read better than my friends	9 <sup>th</sup> Grade	62.9 (n = 22)	37.1 (n = 13)
	10 <sup>th</sup> Grade	47.4 (n = 9)	52.6 (n = 10)
	11 <sup>th</sup> Grade	50.0 (n = 5)	50.0 (n = 5)
44. It is important for me to see my name on a list of good readers	9 <sup>th</sup> Grade	51.4 (n = 18)	48.6 (n = 17)
	10 <sup>th</sup> Grade	42.1 (n = 8)	57.9 (n = 11)
	11 <sup>th</sup> Grade	60.0 (n = 6)	40.0 (n = 4)
49. I like being the only one who knows an answer in something we read	9 <sup>th</sup> Grade	57.1 (n = 20)	42.9 (n = 15)
	10 <sup>th</sup> Grade	57.9 (n = 11)	42.1 (n = 8)
	11 <sup>th</sup> Grade	30.0 (n = 3)	70.0 (n = 7)
52. I like to finish my reading before other students	9 <sup>th</sup> Grade	62.9 (n = 22)	37.1 (n = 13)
	10 <sup>th</sup> Grade	42.1 (n = 8)	57.9 (n = 11)
	11 <sup>th</sup> Grade	70.0 (n = 7)	30.0 (n = 3)



### C. Compliance

23. I read because I have to	9 <sup>th</sup> Grade	54.3 (n = 19)	45.7 (n = 16)
	10 <sup>th</sup> Grade	47.4 (n = 9)	52.6 (n = 10)
	11 <sup>th</sup> Grade	50.0 (n = 5)	50.0 (n = 5)
34. I do as little schoolwork as possible in reading	9 <sup>th</sup> Grade	82.9 (n = 29)	17.1 (n = 6)
	10 <sup>th</sup> Grade	79.0 (n = 15)	21.0 (n = 4)
	11 <sup>th</sup> Grade	50.0 (n = 5)	50.0 (n = 5)
36. Finishing every reading assignment is very important to me	9 <sup>th</sup> Grade	37.1 (n = 13)	62.9 (n = 22)
	10 <sup>th</sup> Grade	31.6 (n = 6)	68.4 (n = 13)
	11 <sup>th</sup> Grade	40.0 (n = 4)	60.0 (n = 6)
46. I always try to finish my reading on time	9 <sup>th</sup> Grade	34.3 (n = 12)	65.7 (n = 23)
	10 <sup>th</sup> Grade	26.3 (n = 5)	73.7 (n = 14)
	11 <sup>th</sup> Grade	60.0 (n = 6)	40.0 (n = 4)
51. I always do my reading work exactly as the teacher wants it	9 <sup>th</sup> Grade	28.6 (n = 10)	71.4 (n = 25)
	10 <sup>th</sup> Grade	52.6 (n = 10)	47.4 (n = 9)

	11 <sup>th</sup> Grade	50.0 (n = 5)	50.0 (n = 5)
D. Reading Work Avoidance			
13. I don't like reading something when the words are too difficult	9 <sup>th</sup> Grade	62.9 (n = 22)	37.1 (n = 13)
	10 <sup>th</sup> Grade	57.9 (n = 11)	42.1 (n = 8)
	11 <sup>th</sup> Grade	60.0 (n = 6)	40.0 (n = 4)
24. I don't like vocabulary questions	9 <sup>th</sup> Grade	54.3 (n = 19)	45.7 (n = 16)
	10 <sup>th</sup> Grade	84.2 (n = 16)	15.8 (n = 3)
	11 <sup>th</sup> Grade	60.0 (n = 6)	40.0 (n = 4)
32. Complicated stories are no fun to read	9 <sup>th</sup> Grade	60.0 (n = 21)	40.0 (n = 14)
	10 <sup>th</sup> Grade	63.2 (n = 12)	36.8 (n = 7)
	11 <sup>th</sup> Grade	50.0 (n = 5)	50.0 (n = 5)
40. I don't like it when there are too many people in the story	9 <sup>th</sup> Grade	65.7 (n = 23)	34.3 (n = 12)
	10 <sup>th</sup> Grade	57.9 (n = 11)	42.1 (n = 8)
	11 <sup>th</sup> Grade	60.0 (n = 6)	40.0 (n = 4)

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Table 4.49

*Collapsed Responses – Combined Total Responses of Social Reasons Reading Perceptions in 9<sup>th</sup>–11<sup>th</sup> grade Latinx Students by Grade Level (%)*

Survey Item	Different from Me	Like Me
A. Social Reasons for Reading (Questions 11, 26, 31, 39, 42, 45, 48)		
9 <sup>th</sup> Grade	67.3 (n = 165)	32.7 (n = 80)
10 <sup>th</sup> Grade	68.4 (n = 91)	31.6 (n = 42)
11 <sup>th</sup> Grade	74.3 (n = 52)	25.7 (n = 18)
B. Competition (Questions 1, 9, 41, 44, 49, 52)		
9 <sup>th</sup> Grade	52.4 (n = 110)	47.6 (n = 100)
10 <sup>th</sup> Grade	39.5 (n = 45)	60.5 (n = 69)
11 <sup>th</sup> Grade	53.3 (n = 32)	46.7 (n = 28)
C. Compliance (Questions 23, 34, 36, 46, 51)		
9 <sup>th</sup> Grade	47.4 (n = 83)	52.6 (n = 92)
10 <sup>th</sup> Grade	47.4 (n = 45)	52.6 (n = 50)
11 <sup>th</sup> Grade	50.0 (n = 25)	50.0 (n = 25)

D. Reading Work Avoidance  
(Questions 13, 24, 32, 40)

9 <sup>th</sup> Grade	60.7 (n = 85)	39.3 (n = 55)
10 <sup>th</sup> Grade	65.8 (n = 50)	34.2 (n = 26)
11 <sup>th</sup> Grade	57.5 (n = 23)	42.5 (n = 17)

E. Social Reasons for Reading  
(Social Reasons for Reading, Competition,  
Compliance, Reading Work Avoidance)

9 <sup>th</sup> Grade	57.5 (n = 443)	42.5 (n = 327)
10 <sup>th</sup> Grade	55.3 (n = 231)	44.7 (n = 187)
11 <sup>th</sup> Grade	60.0 (n = 132)	40.0 (n = 88)

### Research Question Three

Research question three, To what extent do reading motivation categories influence student reading perceptions between African American and Latinx high school students across grade levels and between genders?, was measured using frequencies and percentages. The Motivations for Reading Questionnaire (MRQ) was used to assess African American and Latinx student responses to four reading motivation categories: Reading Efficacy, Intrinsic Motivation, Extrinsic Motivation, and Social Reasons for Reading. Each of the four reading motivation categories consisted of several subcategories: Reading Efficacy: Reading Efficacy, Reading Challenge; Intrinsic Motivation: Reading Curiosity, Importance of Reading, Reading Involvement; Extrinsic Motivation: Recognition for Grades, Reading for Grades; and Social Reasons for Reading: Social Reasons, Compliance, Competition, Reading Work Avoidance. Using a

4-point Likert scale (*Very Different from Me, A Little Different from Me, A Little Like, A Lot Like Me*), African American and Latinx males and African American and Latinx female responses were analyzed. The higher the score on the Likert scale, the stronger the endorsement of the item (Guthrie, McGough, & Wigfield, 1994).

### **Reading Efficacy by Gender**

**African American and Latinx males.** Ninth through eleventh grade African American (AA) and Latinx male responses were analyzed for reading efficacy, AA students selected (91.7%) *Like Me*, when answering item 7: I know that I will do well in reading next year. In comparison, Latinx male students selected (80.0%) *Like Me*. AA students selected (75.0%) *Like Me*, and Latinx students selected (68.0%) *Like Me* for survey item 15, which assessed self-perceptions of being a good reader. As it relates to item 21: I learn more from reading than most students in class, AA students chose (66.7%) *Like Me* and Latinx students chose (52.0%) *Like Me*.

The second subcategory of reading efficacy, reading challenge, was also analyzed. African American male students selected (58.3%) *Like Me* when answering item 2: I Like it when the questions in books make me think. Latinx male students, in comparison, selected (72.0%) *Like Me* when answering item 2. AA students chose (75.0%) *Different from Me*, and Latinx students also chose (56.0%) *Different from Me* for item 5: I like hard, challenging books. As it relates to interest and reading challenge, AA students selected (88.3%) *Like Me*, and Latinx students selected (76.0%) *Like Me* for items 8: If a book is interesting, I don't care how hard it is to read it. For item 20: If the project is interesting, I can read difficult material, AA students selected (83.3%) *Like Me*, and Latinx students selected (64.0%) *Like Me*. For learning difficult things by reading AA students selected (83.3%) *Like Me*, compared to Latinx students who selected (60.0%) *Like Me*.

**Combined total responses and student comparisons.** Reading efficacy contains two subcategories: reading efficacy and reading challenge. African American and Latinx 9<sup>th</sup>-11<sup>th</sup> grade males responded to reading efficacy subcategory items with (77.8%) *Like Me* for AA males, in comparison to Latinx male students who selected (66.7%) *Like Me*. Relating to the second subcategory of reading efficacy, reading challenge, AA male students selected (66.7%) *Like Me* and Latinx male students selected (63.2%) *Like Me*. Overall combined, selected responses for reading efficacy motivation African American males were (70.8%) *Like Me*, and (64.5%) *Like Me*, for Latinx males.

**African American and Latinx females.** Ninth through eleventh grade African American and Latinx female responses were analyzed for self-efficacy. AA students selected (87.0%) *Like Me*, when answering item 7: I know that I will do well in reading next year, in comparison to Latinx students who selected (76.9%) *Like Me*. For survey item 15 which assessed self-perceptions of being a good reader, AA students chose (87.0%) *Like Me* and Latinx students chose (59.0%) *Like Me*. As it relates to item 21: I learn more from reading than most students in class, AA students chose (82.6%) *Like Me*. Latinx students selected (64.1%) *Different from Me*

The second subcategory of reading efficacy, reading challenge, was analyzed. AA female students selected (87.0%) *Like Me* when answering item 2: I like it when the questions in books make me think. In comparison, Latinx students chose (61.5%) *Like Me*. For item 5: I like hard, challenging books, AA students chose (65.2%) *Like Me* and Latinx students chose (53.8%) *Different from Me*. As it relates to reading challenge and interest, AA students selected (73.9%) *Like Me*, and Latinx students chose (76.9%) *Like Me* for item 8: If a book is interesting, I don't care how hard it is to read it. AA students chose (82.6%) *Like Me* and Latinx students chose (59.0%) *Like Me* for item 20: If the project is interesting, I can read difficult material. AA female students selected (73.9%)

*Like Me* for learning difficult things by reading, in comparison to Latinx students who responded with (53.8%) *A Little Like Me*.

**Combined total responses and student comparisons.** Reading efficacy contains two subcategories: reading efficacy and reading challenge. African American 9<sup>th</sup>-11<sup>th</sup> grade females responded to reading efficacy subcategory items with the majority of responses (85.5%) *Like Me* compared to Latinx female students who chose (57.3%) *Like Me*. Responses to item 21 indicated contrasting reading perceptions with AA female students selecting (82.6%) *Like Me*, and Latinx female students selecting (64.1%) *Different from Me*.

Relating to the second subcategory of reading efficacy, reading challenge, AA students selected (76.5%) *Like Me* and Latinx students selected (59.5%) *Like Me*. Responses to item 5 indicated contrasting reading perceptions with AA female students selecting (65.2%) *Like Me*, and Latinx female students selecting (53.8%) *Different from Me*. Overall combined, selected responses for reading efficacy were (79.9%) *Like Me*, for African American females, and (58.7%) *Like Me*, for Latinx females. Tables 4.50 – 4.52 show African American and Latinx student reading motivation perceptions on reading efficacy, by gender.

Table 4.50

*Expanded Responses - Reading Efficacy Perceptions of 9<sup>th</sup> –11<sup>th</sup> grade African American (AA) and Latinx Students By Gender (%)*

Survey Item		Very Different from Me	A Little Different from Me	A Little Like Me	A Lot Like Me
A. Reading Efficacy					
7. I know that I will do well in reading next year	AA Male	0.0 (n = 0)	8.3 (n = 1)	33.3 (n = 4)	58.3 (n = 7)
	Latinx Male	0.0 (n = 0)	20.0 (n = 5)	48.0 (n = 12)	32.0 (n = 8)
	AA Female	4.3 (n = 1)	8.7 (n = 2)	30.4 (n = 7)	56.5 (n = 13)
	Latinx Female	5.1 (n = 2)	17.9 (n = 7)	46.2 (n = 18)	30.8 (n = 12)
15. I Am a Good Reader	AA Male	16.7 (n = 2)	8.3 (n = 1)	25.0 (n = 3)	50.0 (n = 6)
	Latinx Male	0.0 (n = 0)	32.0 (n = 8)	60.0 (n = 15)	8.0 (n = 2)
	AA Female	4.3 (n = 1)	8.7 (n = 2)	43.5 (n = 10)	43.5 (n = 10)
	Latinx Female	20.5 (n = 8)	20.5 (n = 8)	43.6 (n = 17)	15.4 (n = 6)
21. I Learn More From Reading Than Most Students In The Class	AA Male	25.0 (n = 3)	8.3 (n = 1)	41.7 (n = 5)	25.0 (n = 3)
	Latinx Male	16.0 (n = 4)	32.0 (n = 8)	36.0 (n = 9)	16.0 (n = 4)
		4.3	13.0	60.9	21.7



	AA Female	(n = 1)	(n = 3)	(n = 14)	(n = 5)
	Latinx Female	20.5 (n = 8)	43.6 (n = 17)	30.8 (n = 12)	5.1 (n = 2)
B. Reading Challenge					
2. I Like It When The Questions In Books Make Me Think					
	AA Male	8.3 (n = 1)	33.3 (n = 4)	16.7 (n = 2)	41.7 (n = 5)
	Latinx Male	12.0 (n = 3)	16.0 (n = 4)	68.0 (n = 17)	4.0 (n = 1)
	AA Female	0.0 (n = 0)	13.0 (n = 3)	52.2 (n = 12)	34.8 (n = 8)
	Latinx Female	15.4 (n = 6)	23.1 (n = 9)	43.6 (n = 17)	17.9 (n = 7)
5. I like hard challenging books					
	AA Male	25.0 (n = 3)	50.0 (n = 6)	16.7 (n = 2)	8.3 (n = 1)
	Latinx Male	16.0 (n = 4)	40.0 (n = 10)	36.0 (n = 9)	8.0 (n = 2)
	AA Female	13.0 (n = 3)	21.7 (n = 5)	39.1 (n = 9)	26.1 (n = 6)
	Latinx Female	20.5 (n = 8)	33.3 (n = 13)	33.3 (n = 13)	12.8 (n = 5)
8. If a book is interesting I don't care how hard it is to read it					
	AA Male	0.0 (n = 0)	16.7 (n = 2)	41.7 (n = 5)	41.7 (n = 5)
	Latinx Male	0.0 (n = 0)	24.0 (n = 6)	44.0 (n = 11)	32.0 (n = 8)
	AA Female	4.3 (n = 1)	21.7 (n = 5)	30.4 (n = 7)	43.5 (n = 10)
		5.1	17.9	30.8	46.2

	Latinx Female	(n = 2)	(n = 7)	(n = 12)	(n = 18)
16. I usually learn difficult things by reading	AA	16.7	0.0	25.0	58.3
	Male	(n = 2)	(n = 0)	(n = 3)	(n = 7)
	Latinx Male	12.0	28.0	32.0	28.0
		(n = 3)	(n = 7)	(n = 8)	(n = 7)
	AA Female	4.3	21.7	26.1	47.8
		(n = 1)	(n = 5)	(n = 6)	(n = 11)
	Latinx Female	12.8	33.3	38.5	15.4
		(n = 5)	(n = 13)	(n = 15)	(n = 6)
20. If the project is interesting I can read difficult material	AA	8.3	8.3	41.7	41.7
	Male	(n = 1)	(n = 1)	(n = 5)	(n = 5)
	Latinx Male	8.0	28.0	40.0	24.0
		(n = 2)	(n = 7)	(n = 10)	(n = 6)
	AA Female	0.0	17.4	52.2	30.4
		(n = 0)	(n = 4)	(n = 12)	(n = 7)
	Latinx Female	15.4	25.6	33.3	25.6
		(n = 6)	(n = 10)	(n = 13)	(n = 10)

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Table 4.51

*Collapsed Responses - Reading Efficacy Perceptions of 9<sup>th</sup> –11<sup>th</sup> grade African American (AA) and Latinx Students by Gender (%)*

Survey Item		Different from Me	Like Me
A. Reading Efficacy			
7. I know that I will do well in reading next year	AA Male	8.3 (n = 1)	91.7 (n = 11)
	Latinx Male	20.0 (n = 5)	80.0 (n = 20)
	AA Female	13.0 (n = 3)	87.0 (n = 20)
	Latinx Female	23.1 (n = 9)	76.9 (n = 30)
15. I Am a Good Reader	AA Male	25.0 (n = 3)	75.0 (n = 9)
	Latinx Male	32.0 (n = 8)	68.0 (n = 17)
	AA Female	13.0 (n = 3)	87.0 (n = 20)
	Latinx Female	41.0 (n = 16)	59.0 (n = 23)
21. I Learn More from Reading Than Most Students In The Class	AA Male	33.3 (n = 4)	66.7 (n = 8)
	Latinx Male	48.0 (n = 12)	52.0 (n = 13)
	AA Female	17.4 (n = 4)	82.6 (n = 19)

B. Reading Challenge	Latinx Female	64.1 (n = 25)	35.9 (n = 14)
2. I Like It When the Questions In Books Make Me Think	AA Male	41.7 (n = 5)	58.3 (n = 7)
	Latinx Male	28.0 (n = 7)	72.0 (n = 18)
	AA Female	13.0 (n = 3)	87.0 (n = 20)
	Latinx Female	38.5 (n = 15)	61.5 (n = 24)
5. I like hard challenging books	AA Male	75.0 (n = 9)	25.0 (n = 3)
	Latinx Male	56.0 (n = 14)	44.0 (n = 11)
	AA Female	34.8 (n = 8)	65.2 (n = 15)
	Latinx Female	53.8 (n = 21)	46.2 (n = 18)
8. If a book is interesting, I don't care how hard it is to read it	AA Male	16.7 (n = 2)	83.3 (n = 10)
	Latinx Male	24.0 (n = 6)	76.0 (n = 19)
	AA Female	26.1 (n = 6)	73.9 (n = 17)
	Latinx Female	23.1 (n = 9)	76.9 (n = 30)
16. I usually learn difficult things by reading	AA Male	16.7 (n = 2)	83.3 (n = 10)

20. If the project is interesting, I can read difficult material	Latinx Male	40.0 (n = 10)	60.0 (n = 15)
	AA Female	26.1 (n = 6)	73.9 (n = 17)
	Latinx Female	46.2 (n = 18)	53.8 (n = 21)
	AA Male	16.7 (n = 2)	83.3 (n = 10)
	Latinx Male	36.0 (n = 9)	64.0 (n = 16)
	AA Female	17.4 (n = 4)	82.6 (n = 19)
	Latinx Female	41.0 (n = 16)	59.0 (n = 23)

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Table 4.52

*Collapsed Responses – Combined Total Responses of Reading Efficacy Perceptions in 9<sup>th</sup>–11<sup>th</sup> grade African American (AA) and Latinx Students By Gender (%)*

Combined Survey Items		Different from Me	Like Me
<b>A. Reading Efficacy</b> <i>(Questions 7, 15, 21)</i>			
	AA Male	22.2 (n = 8)	77.8 (n = 28)
	Latinx Male	33.3 (n = 25)	66.7 (n = 50)
	AA Female	14.5 (n = 10)	85.5 (n = 59)
	Latinx Female	42.7 (n = 50)	57.3 (n = 67)
<b>B. Reading Challenge</b> <i>(Questions 2, 5, 8, 16, 20)</i>			
	AA Male	33.3 (n = 20)	66.7 (n = 40)
	Latinx Male	36.8 (n = 46)	63.2 (n = 79)
	AA Female	23.5 (n = 27)	76.5 (n = 88)
	Latinx Female	40.5 (n = 79)	59.5 (n = 116)
<b>C. Reading Efficacy</b> <i>(Reading Efficacy, Reading Challenge)</i>			
	AA Male	29.2 (n = 28)	70.8 (n = 68)
	Latinx Male	35.5 (n = 71)	64.5 (n = 129)

AA Female	20.1 (n = 37)	79.9 (n = 147)
Latinx Female	41.3 (n = 129)	58.7 (n = 183)

### Reading Efficacy by Grade Level

**Grade 9.** African American students in grade 9 selected (82.4%) *Like Me*, and Latinx students also chose (74.3%) *Like Me*, when answering item 7: I know that I will do well in reading next year. For survey item 15, which assessed self-perceptions of being a good reader, AA students chose (70.6%) *Like Me*, and Latinx students chose (57.1%) *Like Me*. As it relates to item 21: I learn more from reading than most students in class, AA students selected (64.7%) *Like Me*, while Latinx students chose (62.9%) *Different from Me*.

Responses to the second subcategory of reading efficacy, reading challenge, were also analyzed. Ninth grade AA students selected (76.5%) *Like Me* when answering item 2: I Like it when the questions in books make me think. Latinx students chose (57.1%) *Like Me*. AA students selected (52.9%) *Like Me*, while Latinx students chose (62.9%) *Different from Me*, for item 5. As it relates reading challenge and an interesting book or materials, AA students selected (58.8%) *Like Me*, for item 8: If a book is interesting, I don't care how hard it is to read it; and (76.5%) *Like Me* for item 20: If the project is interesting, I can read difficult material. Latinx students selected (80.0%) *Like Me*, for item 8; and (54.3%) *Like Me* for item 20. AA students selected (70.6 %) *Like Me*, and Latinx students selected (51.4%) *Different from Me*, for learning difficult things by reading.

**Grade 10.** Grade 10 AA students selected (100.0%) *Like Me*, when answering item 7: I know that I will do well in reading next year. Grade 10 Latinx students also chose (89.5%) *Like Me*. AA students selected (90.0%) *Like Me*, and Latinx students

chose (68.4%) *Like Me*, for survey item 15 which assessed self-perceptions of being a good reader. As it relates to item 21: I learn more from reading than most students in class, all 10<sup>th</sup> grade AA students chose (90.0%) *Like Me*. Latinx students also chose (57.9%) *Like Me*.

Responses to the second subcategory of reading efficacy, reading challenge, were analyzed for 10<sup>th</sup> grade students. AA students selected (90.0%) *Like Me*, and Latinx students selected (84.2%) *Like Me*, when answering item 2: I like it when the questions in books make me think. For item 5: I like hard, challenging books, AA students chose (60.0%) *Like Me*, and Latinx students also chose (52.6%) *Like Me*. As it relates to reading challenge and interest, AA students selected (90.0%) *Like Me* for item 8: If a book is interesting, I don't care how hard it is to read it; and (90.0%) *Like Me* for item 20: If the project is interesting, I can read difficult material. Latinx students selected (73.7%) *Like Me* for item 8 and (63.2%) *Like Me* for item 20. AA students chose (80.0%) *Like Me* for learning difficult things by reading, and Latinx students chose (68.4%) *Like Me*.

**Grade 11.** Grade 11 responses for African Americans were also analyzed in reading efficacy. AA students selected (87.5%) *Like Me*, and Latinx students selected (70.0%) *Like Me*, when answering item 7: I know that I will do well in reading next year. AA students selected (100.0%) *Like Me*, and Latinx students chose (70.0%) *Like Me*, for survey item 15 which assessed self-perceptions of being a good reader. As it relates to item 21: I learn more from reading than most students in class, AA students chose (87.5%) *Like Me*, while Latinx students chose (70.0%) *Different from Me*.

Eleventh grade responses were analyzed in the second subcategory of reading efficacy, reading challenge. Grade 11 AA students selected (62.5%) *Like Me*, and Latinx students chose (60.0%) *Like Me*, when answering item 2: I like it when the questions in books make me think. For item 5: I like hard, challenging books, AA students chose



(62.5%) *Different from Me*, while Latinx students selected (60.0%) *Like Me*. AA students selected (100.0%) *Like Me*, for item 8: If a book is interesting, I don't care how hard it is to read it; and (87.5%) *Like Me* for item 20: If the project is interesting, I can read difficult material. Latinx students selected (70.0%) *Like Me*, for item 8: If a book is interesting, I don't care how hard it is to read it; and (80.0%) *Like Me* for item 20. AA students selected (87.5%) *Like Me* for learning difficult things by reading, and Latinx students chose (60.0%) *Like Me*.

**Combined total responses and student comparisons.** Reading efficacy consists of two subcategories: reading efficacy and reading challenge. Relating to the first subcategory, reading efficacy, the majority of 9<sup>th</sup> grade AA students selected (72.5%) *Like Me*, and Latinx students (56.2%) *Like Me*, for each of the three items. Grade 10 students chose (93.3%) *Like Me*, for AA students, and (71.9%) *Like Me*, for Latinx students. For 11<sup>th</sup> grade students, AA chose (91.7%) *Like Me*, and Latinx students chose (56.7%) *Like Me*. Responses to item 21 indicated contrasting reading perceptions for 11<sup>th</sup> grade, with AA students selecting (87.5%) *Like Me*, and Latinx students selecting (70.0%) *Different from Me*.

In the second subcategory, reading challenge, grade 9 students chose (67.1%) *Like Me*, for AA students, and (55.4%) *Like Me*, for Latinx students. Responses to item 5 indicated contrasting reading perceptions, with AA students selecting (52.9%) *Like Me*, and Latinx students selecting (62.9%) *Different from Me*. Responses to item 16 also indicated contrasting reading perceptions for 9<sup>th</sup> grade, with AA students selecting (70.6%) *Like Me*, and Latinx students selecting (51.4%) *Different from Me*. Under the reading challenge subcategory, Grade 10 AA students selected (82.0%) *Like Me*, and Latinx students (68.4%) *Like Me*, for each of the three items. Grade 11 students chose (&5.0%) *Like Me*, for AA. Latinx students selected (66.0%) *Like Me*.

Overall, 9<sup>th</sup> grade students responded to items in the reading efficacy subcategories, with a combined response total of (69.1%) *Like Me*, for AA, and (55.7%) *Like Me*, for Latinx students. Grade 10<sup>th</sup> grade AA chose (86.2%) *Like Me*, and Latinx students chose (69.7%) *Like Me*. For 11<sup>th</sup> grade AA students selected (81.2%) *Like Me*, and Latinx students selected (62.5%) *Like Me*. Tables 4.53 – 4.55 present data on reading motivation perceptions of reading efficacy for African American and Latinx students by grade level.

Table 4.53

*Expanded Responses - Reading Efficacy Perceptions of 9<sup>th</sup> –11<sup>th</sup> grade African American (AA) and Latinx Students by Grade Level (%)*

Survey Item		Very Different from Me	A Little Different from Me	A Little Like Me	A Lot Like Me
A. Reading Efficacy					
7. I know that I will do well in reading next year	AA 9 <sup>th</sup> Grade	5.9 (n = 1)	11.8 (n = 2)	47.1 (n = 8)	35.3 (n = 6)
	Latinx 9 <sup>th</sup> Grade	2.9 (n = 1)	22.9 (n = 8)	40.0 (n = 14)	34.3 (n = 12)
	AA 10 <sup>th</sup> Grade	0.0 (n = 0)	0.0 (n = 0)	20.0 (n = 2)	80.0 (n = 8)
	Latinx 10 <sup>th</sup> Grade	0.0 (n = 0)	10.5 (n = 2)	57.9 (n = 11)	31.6 (n = 6)
	AA 11 <sup>th</sup> Grade	0.0 (n = 0)	12.5 (n = 1)	12.5 (n = 1)	75.0 (n = 6)
	Latinx 11 <sup>th</sup> Grade	10.0 (n = 1)	20.0 (n = 2)	50.0 (n = 5)	20.0 (n = 2)

15. I Am a Good Reader	AA 9 <sup>th</sup> Grade	17.6 (n = 3)	11.8 (n = 2)	47.1 (n = 8)	23.5 (n = 4)
	Latinx 9 <sup>th</sup> Grade	14.3 (n = 5)	28.6 (n = 10)	40.0 (n = 14)	17.1 (n = 6)
	AA 10 <sup>th</sup> Grade	0.0 (n = 0)	10.0 (n = 1)	40.0 (n = 4)	50.0 (n = 5)
	Latinx 10 <sup>th</sup> Grade	10.5 (n = 2)	21.1 (n = 4)	63.2 (n = 12)	5.3 (n = 1)
	AA 11 <sup>th</sup> Grade	0.0 (n = 0)	0.0 (n = 0)	12.5 (n = 1)	87.5 (n = 7)
	Latinx 11 <sup>th</sup> Grade	10.0 (n = 1)	20.0 (n = 2)	60.0 (n = 6)	10.0 (n = 1)
21. I Learn More From Reading Than Most Students In The Class	AA 9 <sup>th</sup> Grade	11.8 (n = 2)	23.5 (n = 4)	58.8 (n = 10)	5.9 (n = 1)
	Latinx 9 <sup>th</sup> Grade	22.9 (n = 8)	40.0 (n = 14)	25.7 (n = 9)	11.4 (n = 4)
	AA 10 <sup>th</sup> Grade	10.0 (n = 1)	0.0 (n = 0)	50.0 (n = 5)	40.0 (n = 4)
	Latinx 10 <sup>th</sup> Grad	5.3 (n = 1)	36.8 (n = 7)	52.6 (n = 10)	5.3 (n = 1)
	AA 11 <sup>th</sup> Grade	12.5 (n = 1)	0.0 (n = 0)	50.0 (n = 4)	37.5 (n = 3)

	Latinx 11 <sup>th</sup> Grade	30.0 (n = 3)	40.0 (n = 4)	20.0 (n = 2)	10.0 (n = 1)
B. Reading Challenge					
2. I Like It When The Questions In Books Make Me Think	AA 9 <sup>th</sup> Grade	5.9 (n = 1)	17.6 (n = 3)	41.2 (n = 7)	35.3 (n = 6)
	Latinx 9 <sup>th</sup> Grade	20.0 (n = 7)	22.9 (n = 8)	45.7 (n = 16)	11.4 (n = 4)
	AA 10 <sup>th</sup> Grade	0.0 (n = 0)	10.0 (n = 1)	40.0 (n = 4)	50.0 (n = 5)
	Latinx 10 <sup>th</sup> Grade	0.0 (n = 0)	15.8 (n = 3)	68.4 (n = 13)	15.8 (n = 3)
	AA 11 <sup>th</sup> Grade	0.0 (n = 0)	37.5 (n = 3)	37.5 (n = 3)	25.0 (n = 2)
	Latinx 11 <sup>th</sup> Grade	20.0 (n = 2)	20.0 (n = 2)	50.0 (n = 5)	10.0 (n = 1)
5. I like hard challenging books	AA 9 <sup>th</sup> Grade	29.4 (n = 5)	17.6 (n = 3)	29.4 (n = 5)	23.5 (n = 4)
	Latinx 9 <sup>th</sup> Grade	25.7 (n = 9)	37.1 (n = 13)	28.6 (n = 10)	8.6 (n = 3)
	AA 10 <sup>th</sup> Grade	0.0 (n = 0)	40.0 (n = 4)	40.0 (n = 4)	20.0 (n = 2)
	Latinx 10 <sup>th</sup> Grade	5.3 (n = 1)	42.1 (n = 8)	42.1 (n = 8)	10.5 (n = 2)

8. If a book is interesting I don't care how hard it is to read it	AA 11 <sup>th</sup> Grade	12.5 (n = 1)	50.0 (n = 4)	25.0 (n = 2)	12.5 (n = 1)
	Latinx 11 <sup>th</sup> Grade	20.0 (n = 2)	20.0 (n = 2)	40.0 (n = 4)	20.0 (n = 2)
	AA 9 <sup>th</sup> Grade	5.9 (n = 1)	35.3 (n = 6)	29.4 (n = 5)	29.4 (n = 5)
	Latinx 9 <sup>th</sup> Grade	5.7 (n = 2)	14.3 (n = 5)	40.0 (n = 14)	40.0 (n = 14)
	AA 10 <sup>th</sup> Grade	0.0 (n = 0)	10.0 (n = 1)	40.0 (n = 4)	50.0 (n = 5)
	Latinx 10 <sup>th</sup> Grade	0.0 (n = 0)	26.3 (n = 5)	15.8 (n = 3)	57.9 (n = 11)
	AA 11 <sup>th</sup> Grade	0.0 (n = 0)	0.0 (n = 0)	37.5 (n = 3)	62.5 (n = 5)
	Latinx 11 <sup>th</sup> Grade	0.0 (n = 0)	30.0 (n = 3)	60.0 (n = 6)	10.0 (n = 1)
	AA 9 <sup>th</sup> Grade	11.8 (n = 2)	17.6 (n = 3)	29.4 (n = 5)	41.2 (n = 7)
	Latinx 9 <sup>th</sup> Grade	20.0 (n = 7)	31.4 (n = 11)	31.4 (n = 11)	17.1 (n = 6)
16. I usually learn difficult things by reading	AA 10 <sup>th</sup> Grade	10.0 (n = 1)	10.0 (n = 1)	20.0 (n = 2)	60.0 (n = 6)

20. If the project is interesting I can read difficult material	Latinx 10 <sup>th</sup> Grade	0.0 (n = 0)	31.6 (n = 6)	47.4 (n = 9)	21.1 (n = 4)
	AA 11 <sup>th</sup> Grade	0.0 (n = 0)	12.5 (n = 1)	25.0 (n = 2)	62.5 (n = 5)
	Latinx 11 <sup>th</sup> Grade	10.0 (n = 1)	30.0 (n = 3)	30.0 (n = 3)	30.0 (n = 3)
	AA 9 <sup>th</sup> Grade	5.9 (n = 1)	17.6 (n = 3)	47.1 (n = 8)	29.4 (n = 5)
	Latinx 9 <sup>th</sup> Grade	11.4 (n = 4)	34.3 (n = 12)	28.6 (n = 10)	25.7 (n = 9)
	AA 10 <sup>th</sup> Grade	0.0 (n = 0)	10.0 (n = 1)	60.0 (n = 6)	30.0 (n = 3)
	Latinx 10 <sup>th</sup> Grade	21.1 (n = 4)	15.8 (n = 3)	42.1 (n = 8)	21.1 (n = 4)
	AA 11 <sup>th</sup> Grade	0.0 (n = 0)	12.5 (n = 1)	37.5 (n = 3)	50.0 (n = 4)
	Latinx 11 <sup>th</sup> Grade	0.0 (n = 0)	20.0 (n = 2)	50.0 (n = 5)	30.0 (n = 3)

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Table 4.54

*Collapsed Responses - Reading Efficacy Perceptions of 9<sup>th</sup> –11<sup>th</sup> grade African American (AA) and Latinx Students by Grade Level (%)*

Survey Item		Different from Me	Like Me
A. Reading Efficacy			
7. I know that I will do well in reading next year	AA 9 <sup>th</sup> Grade	17.6 (n = 3)	82.4 (n = 14)
	Latinx 9 <sup>th</sup> Grade	25.7 (n = 9)	74.3 (n = 26)
	AA 10 <sup>th</sup> Grade	0.0 (n = 0)	100.0 (n = 10)
	Latinx 10 <sup>th</sup> Grade	10.5 (n = 2)	89.5 (n = 17)
	AA 11 <sup>th</sup> Grade	12.5 (n = 1)	87.5 (n = 7)
	Latinx 11 <sup>th</sup> Grade	30.0 (n = 3)	70.0 (n = 7)
15. I Am a Good Reader	AA 9 <sup>th</sup> Grade	29.4 (n = 5)	70.6 (n = 12)
	Latinx 9 <sup>th</sup> Grade	42.9 (n = 15)	57.1 (n = 20)
	AA 10 <sup>th</sup> Grade	10.0 (n = 1)	90.0 (n = 9)
	Latinx 10 <sup>th</sup> Grade	31.6 (n = 6)	68.4 (n = 13)
	AA 11 <sup>th</sup> Grade	0.0 (n = 0)	100.0 (n = 8)
	Latinx 11 <sup>th</sup> Grade	30.0	70.0

		(n = 3)	(n = 70)
21. I Learn More From Reading Than Most Students In The Class	AA 9 <sup>th</sup> Grade	35.3 (n = 6)	64.7 (n = 11)
	Latinx 9 <sup>th</sup> Grade	62.9 (n = 22)	37.1 (n = 13)
	AA 10 <sup>th</sup> Grade	10.0 (n = 1)	90.0 (n = 9)
	Latinx 10 <sup>th</sup> Grade	42.1 (n = 8)	57.9 (n = 11)
	AA 11 <sup>th</sup> Grade	12.5 (n = 1)	87.5 (n = 7)
	Latinx X 11 <sup>th</sup> Grade	70.0 (n = 7)	30.0 (n = 3)
B. Reading Challenge			
2. I Like It When The Questions In Books Make Me Think	AA 9 <sup>th</sup> Grade	23.5 (n = 4)	76.5 (n = 13)
	Latinx 9 <sup>th</sup> Grade	42.9 (n = 15)	57.1 (n = 20)
	AA 10 <sup>th</sup> Grade	10.0 (n = 1)	90.0 (n = 9)
	Latinx 10 <sup>th</sup> Grade	15.8 (n = 3)	84.2 (n = 16)
	AA 11 <sup>th</sup> Grade	37.5 (n = 3)	62.5 (n = 5)
	Latinx 11 <sup>th</sup> Grade	40.0 (n = 4)	60.0 (n = 6)
5. I like hard challenging books	AA 9 <sup>th</sup> Grade	47.1 (n = 8)	52.9 (n = 9)
		62.9	37.1



	Latinx 9 <sup>th</sup> Grade	(n = 22)	(n = 13)
	AA 10 <sup>th</sup> Grade	40.0 (n = 4)	60.0 (n = 6)
	Latinx 10 <sup>th</sup> Grade	47.4 (n = 9)	52.6 (n = 10)
	AA 11 <sup>th</sup> Grade	62.5 (n = 5)	37.5 (n = 3)
	Latinx 11 <sup>th</sup> Grade	40.0 (n = 4)	60.0 (n = 6)
8. If a book is interesting I don't care how hard it is to read it	AA 9 <sup>th</sup> Grade	41.2 (n = 7)	58.8 (n = 10)
	Latinx 9 <sup>th</sup> Grade	20.0 (n = 7)	80.0 (n = 28)
	AA 10 <sup>th</sup> Grade	10.0 (n = 1)	90.0 (n = 9)
	Latinx 10 <sup>th</sup> Grade	26.3 (n = 5)	73.7 (n = 14)
	AA 11 <sup>th</sup> Grade	0.0 (n = 0)	100.0 (n = 8)
	Latinx 11 <sup>th</sup> Grade	30.0 (n = 3)	70.0 (n = 7)
16. I usually learn difficult things by reading	AA 9 <sup>th</sup> Grade	29.4 (n = 5)	70.6 (n = 12)
	Latinx 9 <sup>th</sup> Grade	51.4 (n = 18)	48.5 (n = 17)
	AA 10 <sup>th</sup> Grade	20.0 (n = 2)	80.0 (n = 8)

20. If the project is interesting I can read difficult material	Latinx 10 <sup>th</sup> Grade	31.6 (n = 6)	68.4 (n = 13)
	AA 11 <sup>th</sup> Grade	12.5 (n = 1)	87.5 (n = 7)
	Latinx 11 <sup>th</sup> Grade	40.0 (n = 4)	60.0 (n = 6)
	AA 9 <sup>th</sup> Grade	23.5 (n = 4)	76.5 (n = 13)
	Latinx 9 <sup>th</sup> Grade	45.7 (n = 16)	54.3 (n = 19)
	AA 10 <sup>th</sup> Grade	10.0 (n = 1)	90.0 (n = 9)
	Latinx 10 <sup>th</sup> Grade	36.8 (n = 7)	63.2 (n = 12)
	AA 11 <sup>th</sup> Grade	12.5 (n = 1)	87.5 (n = 7)
	Latinx 11 <sup>th</sup> Grade	20.0 (n = 2)	80.0 (n = 8)

Table 4.55

*Collapsed Responses - Combined Total Responses of Reading Efficacy Perceptions in 9<sup>th</sup> –11<sup>th</sup> grade African American (AA) and Latinx Students by Grade Level (%)*

Combined Survey Items		Different from Me	Like Me
A. Reading Efficacy ( <i>Questions 7, 15, 21</i> )			
	AA 9 <sup>th</sup> Grade	27.5 (n = 14)	72.5 (n = 37)
	Latinx 9 <sup>th</sup> Grade	43.8 (n = 46)	56.2 (n = 59)

AA 10 <sup>th</sup> Grade	6.7 (n = 2)	93.3 (n = 28)
Latinx 10 <sup>th</sup> Grade	28.1 (n = 16)	71.9 (n = 41)
AA 11 <sup>th</sup> Grade	8.3 (n = 2)	91.7 (n = 22)
Latinx 11 <sup>th</sup> Grade	43.3 (n = 13)	56.7 (n = 17)

B. Reading Challenge (*Questions  
2, 5, 8, 16, 20*)

AA 9 <sup>th</sup> Grade	32.9 (n = 28)	67.1 (n = 57)
Latinx 9 <sup>th</sup> Grade	44.6 (n = 78)	55.4 (n = 97)

AA 10 <sup>th</sup> Grade	18.0 (n = 9)	82.0 (n = 41)
Latinx 10 <sup>th</sup> Grade	31.6 (n = 30)	68.4 (n = 65)
AA 11 <sup>th</sup> Grade	25.0 (n = 10)	75.0 (n = 30)
Latinx 11 <sup>th</sup> Grade	34.0 (n = 17)	66.0 (n = 33)

C. Reading Efficacy (Reading Efficacy and Reading Challenge)

AA 9 <sup>th</sup> Grade	30.9 (n = 42)	69.1 (n = 94)
Latinx 9 <sup>th</sup> Grade	44.3 (n = 124)	55.7 (n = 156)
AA 10 <sup>th</sup> Grade	13.8 (n = 11)	86.2 (n = 69)
Latinx 10 <sup>th</sup> Grade	30.3 (n = 46)	69.7 (n = 106)
AA 11 <sup>th</sup> Grade	18.8 (n = 12)	81.2 (n = 52)
Latinx 11 <sup>th</sup> Grade	37.5 (n = 30)	62.5 (n = 50)

**Intrinsic Motivation by Gender**

**African American and Latinx males.** Ninth through eleventh grade African American and Latinx male responses were analyzed under reading curiosity, a subcategory of intrinsic motivation. As it relates to reading curiosity AA students selected (91.7%) *Like Me*, and Latinx students selected (76.0%) *Like Me* when answering item 4: If a teacher discusses something interesting, I might read more about it. AA students chose students (100.0%) *Like Me* for survey item 10 which assessed reading in favorite subject areas. In comparison, Latinx students selected (64.0%) *Like Me*. As it relates to item 19: I read to learn new information about topics that interest me, AA students selected (83.3%) *Like Me* compared to Latinx students who chose (68.0%) *Like Me*. For item 25: I like to read about new things, AA students chose (75.0%) *Like Me* and Latinx students selected (68.0%) *Like Me*. AA students selected (66.7%) *Like Me* for

reading about hobbies to learn more about them and Latinx students chose (64.0%) *Like Me*.

The second subcategory of intrinsic motivation, importance of reading, was also analyzed. AA students selected (75.0%) *Like Me* when answering item 17: It is very important to me to be a good reader. Latinx students selected (80.0 %) *Like Me* when answering item 17. AA students chose (66.7%) *Like Me* for item 27: In comparison to other activities I do, it is very important to me to be a good reader. Latinx students chose (60.0%) *Like Me* for item 27.

The third subcategory of intrinsic motivation addresses reading involvement. AA male students who selected (75.0%) *Like Me* enjoy a long, involved story or fiction book in comparison to Latinx students who chose (72.0%) *Like Me*. While reading, AA students selected (83.3%) *Like Me* and Latinx students selected (68.0%) *Like Me* for making pictures in their minds. AA students chose (75.0%) *Like Me* and Latinx students (56.0%) *Like Me*, in response to item 22: I read stories about fantasy and make believe. AA students selected (83.3%) *Like Me* and Latinx students selected (68.0%) *Like Me* for liking mysteries. In response to item 33: I like to read a lot of adventure stories, AA students chose (58.3%) *Like Me*, and Latinx students selected (64.0%) *Like Me*. For item 35: I feel like I make friends with people in good books, AA students chose (50.0%) *Different from Me* and (50.0%) *Like Me*. In comparison, Latinx students chose (72.0%) *Different from Me*.

**Combined total responses and student comparisons.** African American and Latinx 9<sup>th</sup>-11<sup>th</sup> grade males responded to intrinsic motivation subcategory items. For reading curiosity, AA male students selected (88.3%) *Like Me* in comparison to Latinx males who selected (68.0%) *Like Me*. In the second subcategory, importance of reading, AA male students responded with (70.8%) *Like Me*, and Latinx male students responded

with (70.0%) *Like Me*. For the last subcategory, reading involvement, male students responded with (70.8%) *Like Me*, compared to Latinx male students who selected (59.3%) *Like Me*. Overall combined, selected responses for intrinsic motivation for African American males was (75.6%) *Like Me*, in comparison to Latinx (64.3%) *Like Me*.

**African American and Latinx females.** African American female and Latinx female responses were also analyzed under reading curiosity. AA students selected (82.6%) *Like Me*, and Latinx students selected (84.6%) *Like Me* when answering item 4: If a teacher discusses something interesting, I might read more about it. AA students chose (60.9%) *Like Me* for survey item 10 which assessed reading in favorite subject areas. Latinx students selected (79.5%) *Like Me* for survey item 10. As it relates to item 19: I read to learn new information about topics that interest me, AA students selected (82.6%) *Like Me* and Latinx students selected (76.9%) *Like Me*. For item 25: I like to read about new things, AA students selected (82.6%) *Like Me* compared to Latinx students who chose (74.4%) *Like Me*. AA female students chose (69.6%) *Like Me* for reading about hobbies to learn more about them. Latinx students selected (51.3%) *Like Me*.

The second subcategory of intrinsic motivation, importance of reading, was also analyzed. AA students selected (91.3%) *Like Me* for item 17: It is very important to me to be a good reader. Latinx students selected (64.1%) *Like Me* for item 17. AA students chose (78.3%) *Like Me* and Latinx students selected (61.5%) *Like Me* for item 27: In comparison to other activities I do, it is very important to me to be a good reader.

In the third subcategory of intrinsic motivation, reading involvement, AA female students selected (73.9%) *Like Me* and Latinx female students selected (84.6%) *Like Me*, in response to item 6: I enjoy a long, involved story or fiction book. While reading, AA students chose (82.6%) *Like Me* for making pictures in their minds and Latinx students

chose (87.2%) *Like Me*. AA students selected (60.9%) *Like Me* in response to reading stories about fantasy and make believe. In comparison, Latinx students selected (74.4%) *Like Me*. AA students selected (73.9%) *Like Me* and Latinx students selected (87.2%) *Like Me*, in relation to liking mysteries. For item 33: I read a lot of adventure stories, AA students responded with (65.2%) *Like Me*, and Latinx students chose (74.4%) *Like Me*. For item 35: I feel like I make friends with people in good books, AA students chose (60.9%) *Different from Me* compared to Latinx students who chose (66.7%) *Different from Me*.

**Combined total responses and student comparisons.** AA and Latinx 9<sup>th</sup> –11<sup>th</sup> grade females responded to intrinsic motivation subcategory items. For reading curiosity, AA female students selected (75.7%) *Like Me* and Latinx female students selected (73.3%) *Like Me*. In the second subcategory, importance of reading, AA female students selected (84.8%) *Like Me* compared to Latinx female students who selected (62.8%) *Like Me*. For the last subcategory, reading involvement, AA female students responded with (65.9%) *Like Me* in comparison to Latinx female students who also responded with (73.5%) *Like Me*. Overall combined, selected responses for intrinsic motivation for AA females were (72.6%) *Like Me*, and (71.8%) *Like Me* for Latinx females. Tables 4.56 – 4.58 show data on students reading perceptions of intrinsic motivation, by gender.

Table 4.56

*Expanded Responses Intrinsic Motivation Reading Perceptions of 9<sup>th</sup>–11<sup>th</sup> grade African American (AA) and Latinx Students By Gender (%)*

Survey Item		Very Different from Me	A Little Different from Me	A Little Like Me	A Lot Like Me
A. Reading Curiosity					
4. If the teacher discusses something interesting I might read more about it.	AA Male	0.0 (n = 0)	8.3 (n = 1)	8.3 (n = 1)	88.3 (n = 10)
	Latinx Male	0.0 (n = 0)	24.0 (n = 6)	40.0 (n = 10)	36.0 (n = 9)
	AA Female	4.3 (n = 1)	13.0 (n = 3)	34.8 (n = 8)	47.8 (n = 11)
	Latinx Female	2.6 (n = 1)	12.8 (n = 5)	38.5 (n = 15)	46.2 (n = 18)
10. I have favorite subjects that I like to read about	AA Male	0.0 (n = 0)	0.0 (n = 0)	50.0 (n = 6)	50.0 (n = 6)
	Latinx Male	8.0 (n = 2)	28.0 (n = 7)	20.0 (n = 5)	44.0 (n = 11)
	AA Female	17.4 (n = 4)	21.7 (n = 5)	21.7 (n = 5)	39.1 (n = 9)
	Latinx Female	12.8 (n = 5)	7.7 (n = 3)	43.6 (n = 17)	35.9 (n = 14)
19. I read to learn new information about topics that interest me	AA Male	8.3 (n = 1)	8.3 (n = 1)	33.3 (n = 4)	50.0 (n = 6)
	Latinx Male	0.0 (n = 0)	32.0 (n = 8)	28.0 (n = 7)	40.0 (n = 10)
	AA Female	0.0 (n = 0)	17.4 (n = 4)	21.7 (n = 5)	60.9 (n = 14)



25. I like to read about new things	Latinx Female	10.3 (n = 4)	12.8 (n = 5)	64.1 (n = 25)	12.8 (n = 5)
	AA Male	8.3 (n = 1)	16.7 (n = 2)	33.3 (n = 4)	41.7 (n = 5)
	Latinx Male	12.0 (n = 3)	20.0 (n = 5)	36.0 (n = 9)	32.0 (n = 8)
29. I read about my hobbies to learn more about them	AA Female	0.0 (n = 0)	17.4 (n = 4)	26.1 (n = 6)	56.5 (n = 13)
	Latinx Female	7.7 (n = 3)	17.9 (n = 7)	43.6 (n = 17)	30.8 (n = 12)
	AA Male	16.7 (n = 2)	16.7 (n = 2)	8.3 (n = 1)	58.3 (n = 7)
	Latinx Male	8.0 (n = 2)	28.0 (n = 7)	48.0 (n = 12)	16.0 (n = 4)
	AA Female	13.0 (n = 3)	17.4 (n = 4)	26.1 (n = 6)	43.5 (n = 10)
B. Importance of Reading	Latinx Female	23.1 (n = 9)	25.6 (n = 10)	35.9 (n = 14)	15.4 (n = 6)
	AA Male	25.0 (n = 3)	0.0 (n = 0)	8.3 (n = 1)	66.7 (n = 8)
	Latinx Male	8.0 (n = 2)	12.0 (n = 3)	52.0 (n = 13)	28.0 (n = 7)
	AA Female	0.0 (n = 0)	8.7 (n = 2)	26.1 (n = 6)	65.2 (n = 15)
17. It is very important to me to be a good reader	Latinx Female	17.9 (n = 7)	17.9 (n = 7)	30.8 (n = 12)	33.3 (n = 13)

27. In comparison to other activities I do, it is very important to me to be a good reader	AA Male	25.0 (n = 3)	8.3 (n = 1)	8.3 (n = 1)	58.3 (n = 7)
	Latinx Male	16.0 (n = 4)	24.0 (n = 6)	44.0 (n = 11)	16.0 (n = 4)
	AA Female	0.0 (n = 0)	21.7 (n = 5)	52.2 (n = 12)	26.1 (n = 6)
	Latinx Female	15.4 (n = 6)	23.1 (n = 9)	43.6 (n = 17)	17.9 (n = 7)
C. Reading Involvement					
6. I enjoy a long, involved story or fiction book	AA Male	16.7 (n = 2)	8.3 (n = 1)	25.0 (n = 3)	50.0 (n = 6)
	Latinx Male	16.0 (n = 4)	12.0 (n = 3)	36.0 (n = 9)	36.0 (n = 9)
	AA Female	8.7 (n = 2)	17.4 (n = 4)	34.8 (n = 8)	39.1 (n = 9)
	Latinx Female	2.6 (n = 1)	12.8 (n = 5)	46.2 (n = 18)	38.5 (n = 15)
12. I make pictures in my mind when I read	AA Male	0.0 (n = 0)	16.7 (n = 2)	33.3 (n = 4)	50.0 (n = 6)
	Latinx Male	4.0 (n = 1)	28.0 (n = 7)	28.0 (n = 7)	40.0 (n = 10)
	AA Female	4.3 (n = 1)	13.0 (n = 3)	17.4 (n = 4)	65.2 (n = 15)
	Latinx Female	5.1 (n = 2)	7.7 (n = 3)	28.2 (n = 11)	59.0 (n = 23)
22. I read stories about fantasy and make believe	AA Male	0.0 (n = 0)	25.0 (n = 3)	16.7 (n = 2)	58.3 (n = 7)

30. I like mysteries	Latinx Male	12.0 (n = 3)	32.0 (n = 8)	32.0 (n = 8)	24.0 (n = 6)
	AA Female	4.3 (n = 1)	34.8 (n = 8)	21.7 (n = 5)	39.1 (n = 9)
	Latinx Female	7.7 (n = 3)	17.9 (n = 7)	33.3 (n = 13)	41.0 (n = 16)
	AA Male	0.0 (n = 0)	16.7 (n = 2)	25.0 (n = 3)	58.3 (n = 7)
33. I read a lot of adventure stories	Latinx Male	12.0 (n = 3)	20.0 (n = 5)	28.0 (n = 7)	40.0 (n = 10)
	AA Female	4.3 (n = 1)	21.7 (n = 5)	4.3 (n = 1)	69.6 (n = 16)
	Latinx Female	2.6 (n = 1)	10.3 (n = 4)	28.2 (n = 11)	59.0 (n = 23)
	AA Male	8.3 (n = 1)	33.3 (n = 4)	8.3 (n = 1)	50.0 (n = 6)
35. I feel like I make friends with people in good books	Latinx Male	24.0 (n = 6)	12.0 (n = 3)	32.0 (n = 8)	32.0 (n = 8)
	AA Female	13.0 (n = 3)	21.7 (n = 5)	21.7 (n = 5)	43.5 (n = 10)
	Latinx Female	10.3 (n = 4)	15.4 (n = 6)	53.8 (n = 21)	20.5 (n = 8)
	AA Male	33.3 (n = 4)	16.7 (n = 2)	16.7 (n = 2)	33.3 (n = 4)
	Latinx Male	44.0 (n = 11)	28.0 (n = 7)	16.0 (n = 4)	12.0 (n = 3)
	AA Female	47.8 (n = 11)	13.0 (n = 3)	21.7 (n = 5)	17.4 (n = 4)
	Latinx Female	41.0 (n = 16)	25.6 (n = 10)	20.5 (n = 8)	12.8 (n = 5)

Table 4.57

*Collapsed Responses - Intrinsic Motivation Reading Perceptions of 9<sup>th</sup> –11<sup>th</sup> grade African American (AA) and Latinx Students by Gender (%)*

Survey Item		Different from Me	Like Me
A. Reading Curiosity			
4. If the teacher discusses something interesting I might read more about it.	AA Male	8.3 (n = 1)	91.7 (n = 11)
	Latinx Male	24.0 (n = 6)	76.0 (n = 19)
	AA Female	17.4 (n = 4)	82.6 (n = 19)
	Latinx Female	15.4 (n = 6)	84.6 (n = 33)
10. I have favorite subjects that I like to read about	AA Male	0.0 (n = 0)	100.0 (n = 12)
	Latinx Male	36.0 (n = 9)	64.0 (n = 16)
	AA Female	39.1 (n = 9)	60.9 (n = 14)
	Latinx Female	20.5 (n = 8)	79.5 (n = 31)
19. I read to learn new information about topics that interest me	AA Male	16.7 (n = 2)	83.3 (n = 10)
	Latinx Male	32.0 (n = 8)	68.0 (n = 17)
	AA Female	17.4 (n = 4)	82.6 (n = 19)

	Latinx Female	23.1 (n = 9)	76.9 (n = 30)
25. I like to read about new things	AA Male	25.0 (n = 3)	75.0 (n = 9)
	Latinx Male	32.0 (n = 8)	68.0 (n = 17)
	AA Female	17.4 (n = 4)	82.6 (n = 19)
	Latinx Female	25.6 (n = 10)	74.4 (n = 29)
29. I read about my hobbies to learn more about them	AA Male	33.3 (n = 4)	66.7 (n = 8)
	Latinx Male	36.0 (n = 9)	64.0 (n = 16)
	AA Female	30.4 (n = 7)	69.6 (n = 16)
	Latinx Female	48.7 (n = 19)	51.3 (n = 20)
B. Importance of Reading			
17. It is very important to me to be a good reader	AA Male	25.0 (n = 3)	75.0 (n = 9)
	Latinx Male	20.0 (n = 5)	80.0 (n = 20)
	AA Female	8.7 (n = 2)	91.3 (n = 21)
	Latinx Female	35.9 (n = 14)	64.1 (n = 25)

27. In comparison to other activities I do, it is very important to me to be a good reader	AA Male	33.3 (n = 4)	66.7 (n = 8)
	Latinx Male	40.0 (n = 10)	60.0 (n = 15)
	AA Female	21.7 (n = 5)	78.3 (n = 18)
	Latinx Female	38.5 (n = 15)	61.5 (n = 24)
C. Reading Involvement			
6. I enjoy a long, involved story or fiction book	AA Male	25.0 (n = 3)	75.0 (n = 9)
	Latinx Male	28.0 (n = 7)	72.0 (n = 18)
	AA Female	26.1 (n = 6)	73.9 (n = 17)
	Latinx Female	15.4 (n = 6)	84.6 (n = 33)
12. I make pictures in my mind when I read	AA Male	16.7 (n = 2)	83.3 (n = 10)
	Latinx Male	32.0 (n = 8)	68.0 (n = 17)
	AA Female	17.4 (n = 4)	82.6 (n = 19)
	Latinx Female	12.8 (n = 5)	87.2 (n = 34)
22. I read stories about fantasy and make believe	AA Male	25.0 (n = 3)	75.0 (n = 9)

30. I like mysteries	Latinx Male	44.0 (n = 11)	56.0 (n = 14)
	AA Female	39.1 (n = 9)	60.9 (n = 14)
	Latinx Female	25.6 (n = 10)	74.4 (n = 29)
	AA Male	16.7 (n = 2)	83.3 (n = 10)
	Latinx Male	32.0 (n = 8)	68.0 (n = 17)
	AA Female	26.1 (n = 6)	73.9 (n = 17)
33. I like to read a lot of adventure stories	Latinx Female	12.8 (n = 5)	87.2 (n = 34)
	AA Male	41.7 (n = 5)	58.3 (n = 7)
	Latinx Male	36.0 (n = 9)	64.0 (n = 16)
	AA Female	34.8 (n = 8)	65.2 (n = 15)
	Latinx Female	25.6 (n = 10)	74.4 (n = 29)
	AA Male	50.0 (n = 6)	50.0 (n = 6)
35. I feel like I make friends with people in good books	Latinx Male	72.0 (n = 18)	28.0 (n = 7)
	AA Female	60.9 (n = 14)	39.1 (n = 9)

Latinx Female	66.7 (n = 26)	33.3 (n = 13)
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Table 4.58

*Collapsed Responses – Combined Total Responses of Intrinsic Motivation Reading Perceptions in 9<sup>th</sup>–11<sup>th</sup> grade African American (AA) and Latinx Students by Gender (%)*

Combined Survey Items		Different from Me	Like Me
<b>A. Reading Curiosity</b> (Questions 4, 10, 19, 25, 29)			
	AA Male	16.7 (n = 10)	83.3 (n = 50)
	Latinx Male	32.0 (n = 40)	68.0 (n = 85)
	AA Female	24.3 (n = 28)	75.7 (n = 87)
	Latinx Female	26.7 (n = 52)	73.3 (n = 143)
<b>B. Importance of Reading</b> (Questions 17,27)			
	AA Male	29.2 (n = 7)	70.8 (n = 17)
	Latinx Male	30.0 (n = 15)	70.0 (n = 35)
	AA Female	15.2 (n = 7)	84.8 (n = 39)
	Latinx Female	37.2 (n = 29)	62.8 (n = 49)



C. Reading Involvement  
(Questions 6, 12, 22, 30, 35)

AA Male	29.2 (n = 21)	70.8 (n = 51)
Latinx Male	40.7 (n = 61)	59.3 (n = 89)
AA Female	34.1 (n = 47)	65.9 (n = 91)
Latinx Female	26.5 (n = 62)	73.5 (n = 172)

D. Intrinsic Motivation  
(Reading Curiosity, Importance  
of Reading, Reading  
Involvement)

AA Male	24.4 (n = 38)	75.6 (n = 118)
Latinx Male	35.7 (n = 116)	64.3 (n = 209)
AA Female	27.4 (n = 82)	72.6 (n = 217)
Latinx Female	28.2 (n = 143)	71.8 (n = 364)

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**Intrinsic Motivation by Grade Level**

**Grade 9.** As it relates to reading curiosity African American (AA) 9<sup>th</sup> grade students selected (88.2%) *Like Me*, and Latinx students chose (85.7%) *Like Me*, when answering item 4: If a teacher discusses something interesting, I might read more about it. AA students chose (70.6%) *Like Me* for survey item 10, which assessed reading in favorite subject areas. Latinx students also chose (77.1%) *Like Me*. As it relates to item 19: I read to learn new information about topics that interest me, AA students selected (64.7%) *Like Me*, Latinx (80.0%) *Like Me*. For item 25: I like to read about new things, AA students chose (70.6%) *Like Me*, and Latinx students selected (71.4%) *Like Me*. AA

grade 9 students responded with (58.8%) *Like Me*, and Latinx (62.9%) *Like Me*, for reading about hobbies to learn more about them.

The second subcategory of intrinsic motivation, importance of reading, was also analyzed. AA students selected (88.2%) *Like Me* when answering item 17: It is very important to me to be a good reader. Latinx students selected (68.6%) *Like Me*. AA students chose (64.7%) *Like Me*, and Latinx students (62.9%) *Like Me*, for item 27: In comparison to other activities I do, it is very important to me to be a good reader.

The third subcategory of intrinsic motivation addresses reading involvement. Grade 9 AA students who selected (58.8%) *Like Me*, and Latinx students who selected (74.3%) *Like Me*, enjoy a long, involved story or fiction book. AA students selected (70.6%) *Like Me*, and Latinx students selected (68.6%) *Like Me*, for making pictures in their minds while reading. AA students responded with (52.9%) *Like Me* for reading stories about fantasy and make believe, liking mysteries (70.6%) *Like Me*, and reading adventure stories (64.7%) *Like Me*. Latinx students responded with (71.4%) *Like Me* for reading stories about fantasy and make believe, liking mysteries (85.7%) *Like Me*, and reading adventure stories (71.4%) *Like Me*. For item 35: I feel like I make friends with people in good books, AA students responded with (70.6%) *Different from Me*, and Latinx students chose (74.3%) *Different from Me*.

**Grade 10.** For reading curiosity, 10<sup>th</sup> AA grade students selected (70.0%) *Like Me*, and Latinx students (73.7%) *Like Me*, when answering item 4: If a teacher discusses something interesting, I might read more about it. AA students selected (70.0 %) *Like Me* for survey item 10 which assessed reading in favorite subject areas. Latinx students chose (73.7%) *Like Me*. As it relates to item 19: I read to learn new information about topics that interest me, all AA students selected (100.0%) *Like Me*, and Latinx students chose (63.2%) *Like Me*. For item 25: I like to read about new things, AA students selected

(90.0%) *Like Me*, and Latinx students (73.7%) *Like Me*. AA students responded with (60.0 %) *Like Me*, while Latinx students chose (52.6%) *Different from Me*, for reading about hobbies to learn more about them.

The second subcategory of intrinsic motivation, importance of reading, was also assessed. AA grade 10 students selected (80.0%) *Like Me* when answering item 17: It is very important to me to be a good reader. Latinx students also chose (78.9%) *Like Me*. AA students selected (90.0%) *Like Me*, Latinx students (63.2%) *Like Me*, for item 27: In comparison to other activities I do, it is very important to me to be a good reader.

In the third subcategory of intrinsic motivation, reading involvement, tenth grade AA students selected (90.0%) *Like Me*, and Latinx students, (94.7%) *Like Me*, in response to item 6: I enjoy a long, involved story or fiction book. All AA students chose (100.0%) *Like Me* for making pictures in their minds while reading, and Latinx students selected (94.7%) *Like Me*. AA students responded with (90.0%) *Like Me* for reading stories about fantasy and make believe, liking mysteries (80.0%) *Like Me*, and reading adventure stories (70.0%) *Like Me*. Latinx students responded with (52.6%) *Like Me* for reading stories about fantasy and make believe, liking mysteries (73.7%) *Like Me*, and reading adventure stories (68.4%) *Like Me*. For item 35: I feel like I make friends with people in good books, AA students chose (60.0%) *Like Me*, and Latinx students chose (63.2%) *Different from Me*.

**Grade 11.** As it relates to reading curiosity, all African American 11<sup>th</sup> grade students selected (100.0%) *Like Me*, and Latinx students selected (80.0%) *Like Me*, when answering item 4: If a teacher discusses something interesting, I might read more about it. AA students selected (87.5%) *Like Me*, and Latinx students chose (60.0%) *Like Me*, for survey item 10 which assessed reading in favorite subject areas. As it relates to item 19: I read to learn new information about topics that interest me, all AA students selected

(100.0%) *Like Me*, Latinx students also selected (70.0%) *Like Me*. For item 25: I like to read about new things, students selected (87.5%) *Like Me*. Latinx students chose (70.0%) *Like Me*. Students responded with (100.0%) *Like Me* for reading about hobbies to learn more about them. Latinx students responded equally with (50.0%) *Different from Me*, and (50.0%) *Like Me*.

The second subcategory of intrinsic motivation, importance of reading, was also assessed. Grade 11 AA students selected (87.5%) *Like Me*, Latinx students (60.0%) *Like Me*, when answering item 17: It is very important to me to be a good reader. AA students (75.0%) chose *Like Me* for item 27: In comparison to other activities I do, it is very important to me to be a good reader. Latinx students responded equally with (50.0%) *Different from Me*, and (50.0%) *Like Me*.

In the third subcategory of intrinsic motivation, reading involvement, 11<sup>th</sup> grade AA students selected (87.5%) *Like Me*, and Latinx students selected (70.0%) *Like Me*, in response to item 6: I enjoy a long, involved story or fiction book. AA students chose (87.5%) *Like Me*, and Latinx students selected (90.0%) *Like Me*, for making pictures in their minds while reading. AA students responded with (62.5%) *Like Me* for reading stories about fantasy and make believe, liking mysteries (87.5%) *Like Me*, and reading adventure stories (50.0%) *Different from Me* and (50.0%) *Like Me*. Latinx students responded with (80.0%) *Like Me* for reading stories about fantasy and make believe, liking mysteries (70.0%) *Like Me*, and reading adventure stories (70.0%) *Like Me*. For item 35: I feel like I make friends with people in good books, student responses were evenly split with (50.0%) *Different from Me* and (50.0%) *Like Me*. Latinx students chose (60.0%) *Different from Me*.

**Combined total responses and student comparison.** Intrinsic motivation consists of three subcategories: reading curiosity, importance of reading, and reading

involvement. Relating to the first subcategory, reading curiosity, AA 9<sup>th</sup> grade combined responses to all 5 items were (70.6%), and 9<sup>th</sup> grade Latinx (75.4%) *Like Me*. For 10<sup>th</sup> graders AA students chose (78.0%) *Like Me*, and Latinx students (66.3%) *Like Me*. For 11<sup>th</sup> graders AA students selected (95.0%) *Like Me*, and Latinx students (66.0%) *Like Me*. Responses to item 29 indicated contrasting reading perceptions with 10<sup>th</sup> grade AA students selecting (60.0%) *Like Me*, and Latinx students (52.6%) *Different from Me*.

In the second subcategory, importance of reading, 9<sup>th</sup> grade AA students responded with (76.5%) *Like Me*, and Latinx students chose (65.7%) *Like Me*. AA 10<sup>th</sup> graders selected (85.0%) *Like Me*, and Latinx students chose (71.1%) *Like Me*. AA 11<sup>th</sup> graders responded with (81.2%) *Like Me*, and Latinx students selected (55.0%) *Like Me*.

For the last subcategory, reading involvement, AA 9<sup>th</sup> graders responded with (57.8%) *Like Me*, and Latinx students chose (66.2%) *Like Me*. AA 10<sup>th</sup> graders selected (81.7%) *Like Me*, and Latinx students chose (70.2%) *Like Me*. For 11<sup>th</sup> graders, AA selected (70.8%) *Like Me*, and Latinx students (70.0%) *Like Me*. Responses indicated contrasting reading perceptions for item 35 with AA 10<sup>th</sup> grade students selecting (60.0%) *Like Me*, and Latinx 10<sup>th</sup> grade students chose (63.2%) *Different from Me*.

. Overall combined total responses for intrinsic motivation, which includes all subcategories, was (65.6%) *Like Me* for AA 9<sup>th</sup> graders, and (69.7%) *Like Me*, for Latinx 9<sup>th</sup> graders. Grade 10 students selected (80.8%) *Like Me*, for AA, and (68.8%) *Like Me*, for Latinx students. AA 11<sup>th</sup> graders selected (81.7%) *Like Me*, and Latinx 11<sup>th</sup> graders selected (66.2%) *Like Me*. Tables 4.59 – 4.61 show data on African American and Latinx student reading perceptions of intrinsic motivation, by grade level.

Table 4.59

*Expanded Responses - Intrinsic Motivation Reading Perceptions of 9<sup>th</sup> –11<sup>th</sup> grade African American (AA) and Latinx Students by Grade Level (%)*

Survey Item		Very Different from Me	A Little Different from Me	A Little Like Me	A Lot Like Me
A. Reading Curiosity					
4. If the teacher discusses something interesting I might read more about it.	AA 9 <sup>th</sup> Grade	0.0 (n = 0)	11.8 (n = 2)	41.2 (n = 7)	47.1 (n = 8)
	Latinx 9 <sup>th</sup> Grade	2.9 (n = 1)	11.4 (n = 4)	40.0 (n = 14)	45.7 (n = 16)
	AA 10 <sup>th</sup> Grade	10.0 (n = 1)	20.0 (n = 2)	20.0 (n = 2)	50.0 (n = 5)
	Latinx 10 <sup>th</sup> Grade	0.0 (n = 0)	26.3 (n = 5)	36.8 (n = 7)	36.8 (n = 7)
	AA 11 <sup>th</sup> Grade	0.0 (n = 0)	0.0 (n = 0)	0.0 (n = 0)	100.0 (n = 8)
	Latinx 11 <sup>th</sup> Grade	0.0 (n = 0)	20.0 (n = 2)	40.0 (n = 4)	40.0 (n = 4)
10. I have favorite subjects that I like to read about	AA 9 <sup>th</sup> Grade	11.8 (n = 2)	17.6 (n = 3)	41.2 (n = 7)	29.4 (n = 5)
	Latinx 9 <sup>th</sup> Grade	11.4 (n = 4)	11.4 (n = 4)	42.9 (n = 15)	34.3 (n = 12)
	AA 10 <sup>th</sup> Grade	20.0 (n = 2)	10.0 (n = 1)	30.0 (n = 3)	40.0 (n = 4)
		10.5	15.8	26.3	47.4

19. I read to learn new information about topics that interest me	Latinx 10 <sup>th</sup> Grade	(n = 2)	(n = 3)	(n = 5)	(n = 9)
	AA 11 <sup>th</sup> Grade	0.0 (n = 0)	12.5 (n = 1)	12.5 (n = 1)	75.0 (n = 6)
	Latinx 11 <sup>th</sup> Grade	10.0 (n = 1)	30.0 (n = 3)	20.0 (n = 2)	40.0 (n = 4)
	AA 9 <sup>th</sup> Grade	5.9 (n = 1)	29.4 (n = 5)	11.8 (n = 2)	52.9 (n = 9)
	Latinx 9 <sup>th</sup> Grade	5.7 (n = 2)	14.3 (n = 5)	54.3 (n = 19)	25.7 (n = 9)
	AA 10 <sup>th</sup> Grade	0.0 (n = 0)	0.0 (n = 0)	30.0 (n = 3)	70.0 (n = 7)
	Latinx 10 <sup>th</sup> Grade	10.5 (n = 2)	26.3 (n = 5)	36.8 (n = 7)	26.3 (n = 5)
	AA 11 <sup>th</sup> Grade	0.0 (n = 0)	0.0 (n = 0)	50.0 (n = 4)	50.0 (n = 4)
	Latinx 11 <sup>th</sup> Grade	0.0 (n = 0)	30.0 (n = 3)	60.0 (n = 6)	10.0 (n = 1)
	AA 9 <sup>th</sup> Grade	5.9 (n = 1)	23.5 (n = 4)	23.5 (n = 4)	47.1 (n = 8)
25. I like to read about new things	Latinx 9 <sup>th</sup> Grade	14.3 (n = 5)	14.3 (n = 5)	45.7 (n = 16)	25.7 (n = 9)
	AA 10 <sup>th</sup> Grade	0.0 (n = 0)	10.0 (n = 1)	30.0 (n = 3)	60.0 (n = 6)

29. I read about my hobbies to learn more about them	Latinx 10 <sup>th</sup> Grade	0.0 (n = 0)	26.3 (n = 5)	42.1 (n = 8)	31.6 (n = 6)
	AA 11 <sup>th</sup> Grade	0.0 (n = 0)	12.5 (n = 1)	37.5 (n = 3)	50.0 (n = 4)
	Latinx 11 <sup>th</sup> Grade	10.0 (n = 1)	20.0 (n = 2)	20.0 (n = 2)	50.0 (n = 5)
	AA 9 <sup>th</sup> Grade	17.6 (n = 3)	23.5 (n = 4)	17.6 (n = 3)	41.2 (n = 7)
	Latinx 9 <sup>th</sup> Grade	14.3 (n = 5)	22.9 (n = 8)	42.9 (n = 15)	20.0 (n = 7)
	AA 10 <sup>th</sup> Grade	20.0 (n = 2)	20.0 (n = 2)	20.0 (n = 2)	40.0 (n = 4)
	Latinx 10 <sup>th</sup> Grade	15.8 (n = 3)	36.8 (n = 7)	42.1 (n = 8)	5.3 (n = 1)
	AA 11 <sup>th</sup> Grade	0.0 (n = 0)	0.0 (n = 0)	25.0 (n = 2)	75.0 (n = 6)
	Latinx 11 <sup>th</sup> Grade	30.0 (n = 3)	20.0 (n = 2)	30.0 (n = 3)	20.0 (n = 2)
B. Importance of Reading 17. It is very important to me to be a good reader	AA 9 <sup>th</sup> Grade	11.8 (n = 2)	0.0 (n = 0)	35.3 (n = 6)	52.9 (n = 9)
	Latinx 9 <sup>th</sup> Grade	14.3 (n = 5)	17.1 (n = 6)	37.1 (n = 13)	31.4 (n = 11)
	AA 10 <sup>th</sup> Grade	0.0 (n = 0)	20.0 (n = 2)	10.0 (n = 1)	70.0 (n = 7)



	Latinx 10 <sup>th</sup> Grade	5.3 (n = 1)	15.8 (n = 3)	52.6 (n = 10)	26.3 (n = 5)
	AA 11 <sup>th</sup> Grade	12.5 (n = 1)	0.0 (n = 0)	0.0 (n = 0)	87.5 (n = 7)
	Latinx 11 <sup>th</sup> Grade	30.0 (n = 3)	10.0 (n = 1)	20.0 (n = 2)	40.0 (n = 4)
27. In comparison to other activities I do, it is very important to me to be a good reader	AA 9 <sup>th</sup> Grade	11.8 (n = 2)	23.5 (n = 4)	47.1 (n = 8)	17.6 (n = 3)
	Latinx 9 <sup>th</sup> Grade	17.1 (n = 6)	20.0 (n = 7)	42.9 (n = 15)	20.0 (n = 7)
	AA 10 <sup>th</sup> Grade	0.0 (n = 0)	10.0 (n = 1)	40.0 (n = 4)	50.0 (n = 5)
	Latinx 10 <sup>th</sup> Grade	5.3 (n = 1)	31.6 (n = 6)	52.6 (n = 10)	10.5 (n = 2)
	AA 11 <sup>th</sup> Grade	12.5 (n = 1)	12.5 (n = 1)	12.5 (n = 1)	62.5 (n = 5)
	Latinx 11 <sup>th</sup> Grade	30.0 (n = 3)	20.0 (n = 2)	30.0 (n = 3)	20.0 (n = 2)
C. Reading Involvement					
6. I enjoy a long, involved story or fiction book	AA 9 <sup>th</sup> Grade	23.5 (n = 4)	17.6 (n = 3)	17.6 (n = 3)	41.2 (n = 7)
	Latinx 9 <sup>th</sup> Grade	8.6 (n = 3)	17.1 (n = 6)	42.9 (n = 15)	31.4 (n = 11)
	AA 10 <sup>th</sup> Grade	0.0 (n = 0)	10.0 (n = 1)	50.0 (n = 5)	40.0 (n = 4)

12. I make pictures in my mind when I read	Latinx 10 <sup>th</sup> Grade	0.0 (n = 0)	5.3 (n = 1)	36.8 (n = 7)	57.9 (n = 11)
	AA 11 <sup>th</sup> Grade	0.0 (n = 0)	12.5 (n = 1)	37.5 (n = 3)	50.0 (n = 4)
	Latinx 11 <sup>th</sup> Grade	20.0 (n = 2)	10.0 (n = 1)	50.0 (n = 5)	20.0 (n = 2)
	AA 9 <sup>th</sup> Grade	5.9 (n = 1)	23.5 (n = 4)	23.5 (n = 4)	47.1 (n = 8)
	Latinx 9 <sup>th</sup> Grade	8.6 (n = 3)	22.9 (n = 8)	22.9 (n = 8)	45.7 (n = 16)
	AA 10 <sup>th</sup> Grade	0.0 (n = 0)	0.0 (n = 0)	10.0 (n = 1)	90.0 (n = 9)
	Latinx 10 <sup>th</sup> Grade	0.0 (n = 0)	5.3 (n = 1)	31.6 (n = 6)	63.2 (n = 12)
	AA 11 <sup>th</sup> Grade	0.0 (n = 0)	12.5 (n = 1)	37.5 (n = 3)	50.0 (n = 4)
	Latinx 11 <sup>th</sup> Grade	0.0 (n = 0)	10.0 (n = 1)	40.0 (n = 4)	50.0 (n = 5)
	AA 9 <sup>th</sup> Grade	5.9 (n = 1)	41.2 (n = 7)	23.5 (n = 4)	29.4 (n = 5)
22. I read stories about fantasy and make believe	Latinx 9 <sup>th</sup> Grade	14.3 (n = 5)	14.3 (n = 5)	31.4 (n = 11)	40.0 (n = 14)
	AA 10 <sup>th</sup> Grade	0.0 (n = 0)	10.0 (n = 1)	20.0 (n = 2)	70.0 (n = 7)
	Latinx 10 <sup>th</sup> Grade	0.0 (n = 0)	47.4 (n = 9)	26.3 (n = 5)	26.3 (n = 5)

	AA 11 <sup>th</sup> Grade	0.0 (n = 0)	37.5 (n = 3)	12.5 (n = 1)	50.0 (n = 4)
	Latinx 11 <sup>th</sup> Grade	10.0 (n = 1)	10.0 (n = 1)	50.0 (n = 5)	30.0 (n = 3)
30. I like mysteries	AA 9 <sup>th</sup> Grade	5.9 (n = 1)	23.5 (n = 4)	11.8 (n = 2)	58.8 (n = 10)
	Latinx 9 <sup>th</sup> Grade	2.9 (n = 1)	11.4 (n = 4)	34.3 (n = 12)	51.4 (n = 18)
	AA 10 <sup>th</sup> Grade	0.0 (n = 0)	20.0 (n = 2)	10.0 (n = 1)	70.0 (n = 7)
	Latinx 10 <sup>th</sup> Grade	10.5 (n = 2)	15.8 (n = 3)	26.3 (n = 5)	47.4 (n = 9)
	AA 11 <sup>th</sup> Grade	0.0 (n = 0)	12.5 (n = 1)	12.5 (n = 1)	75.0 (n = 6)
	Latinx 11 <sup>th</sup> Grade	10.0 (n = 1)	20.0 (n = 2)	10.0 (n = 1)	60.0 (n = 6)
33. I read a lot of adventure stories	AA 9 <sup>th</sup> Grade	17.6 (n = 3)	17.6 (n = 3)	29.4 (n = 5)	35.3 (n = 6)
	Latinx 9 <sup>th</sup> Grade	17.1 (n = 6)	11.4 (n = 4)	45.7 (n = 16)	25.7 (n = 9)
	AA 10 <sup>th</sup> Grade	0.0 (n = 0)	30.0 (n = 3)	0.0 (n = 0)	70.0 (n = 7)
	Latinx 10 <sup>th</sup> Grade	10.5 (n = 2)	21.1 (n = 4)	47.4 (n = 9)	21.1 (n = 4)
	AA 11 <sup>th</sup> Grade	12.5 (n = 1)	37.5 (n = 3)	12.5 (n = 1)	37.5 (n = 3)

	Latinx 11 <sup>th</sup> Grade	20.0 (n = 2)	10.0 (n = 1)	40.0 (n = 4)	30.0 (n = 3)
35. I feel like I make friends with people in good books	AA 9 <sup>th</sup> Grade	70.6 (n = 12)	0.0 (n = 0)	23.5 (n = 4)	5.9 (n = 1)
	Latinx 9 <sup>th</sup> Grade	45.7 (n = 16)	28.6 (n = 10)	11.4 (n = 4)	14.3 (n = 5)
	AA 10 <sup>th</sup> Grade	10.0 (n = 1)	30.0 (n = 3)	20.0 (n = 2)	40.0 (n = 4)
	Latinx 10 <sup>th</sup> Grade	31.6 (n = 6)	31.6 (n = 6)	31.6 (n = 6)	5.3 (n = 1)
	AA 11 <sup>th</sup> Grade	25.0 (n = 2)	25.0 (n = 2)	12.5 (n = 1)	37.5 (n = 3)
	Latinx 11 <sup>th</sup> Grade	50.0 (n = 5)	10.0 (n = 1)	20.0 (n = 2)	20.0 (n = 2)

Table 4.60

*Collapsed Responses - Intrinsic Motivation Reading Perceptions of 9<sup>th</sup> –11<sup>th</sup> grade African American (AA) and Latinx Students by Grade Level (%)*

Survey Item		Different from Me	Like Me
A. Reading Curiosity			
4. If the teacher discusses something interesting I might read more about it.	AA 9 <sup>th</sup> Grade	11.8 (n = 2)	88.2 (n = 15)
	Latinx 9 <sup>th</sup> Grade	14.3 (n = 5)	85.7 (n = 30)
		30.0	70.0

10. I have favorite subjects that I like to read about	AA 10 <sup>th</sup> Grade	(n = 3)	(n = 7)
	Latinx 10 <sup>th</sup> Grade	26.3 (n = 5)	73.7 (n = 14)
	AA 11 <sup>th</sup> Grade	0.0 (n = 0)	100.0 (n = 8)
	Latinx 11 <sup>th</sup> Grade	20.0 (n = 2)	80.0 (n = 8)
	AA 9 <sup>th</sup> Grade	29.4 (n = 5)	70.6 (n = 12)
	Latinx 9 <sup>th</sup> Grade	22.9 (n = 8)	77.1 (n = 27)
	AA 10 <sup>th</sup> Grade	30.0 (n = 3)	70.0 (n = 7)
	Latinx 10 <sup>th</sup> Grade	26.3 (n = 5)	73.7 (n = 14)
	AA 11 <sup>th</sup> Grade	12.5 (n = 1)	87.5 (n = 7)
	Latinx 11 <sup>th</sup> Grade	40.0 (n = 4)	60.0 (n = 6)
19. I read to learn new information about topics that interest me	AA 9 <sup>th</sup> Grade	35.3 (n = 6)	64.7 (n = 11)
	Latinx 9 <sup>th</sup> Grade	20.0 (n = 7)	80.0 (n = 28)
	AA 10 <sup>th</sup> Grade	0.0 (n = 0)	100.0 (n = 10)

25. I like to read about new things	Latinx 10 <sup>th</sup> Grade	36.8 (n = 7)	63.2 (n = 12)
	AA 11 <sup>th</sup> Grade	0.0 (n = 0)	100.0 (n = 8)
	Latinx 11 <sup>th</sup> Grade	30.0 (n = 3)	70.0 (n = 7)
	AA 9 <sup>th</sup> Grade	29.4 (n = 5)	70.6 (n = 12)
	Latinx 9 <sup>th</sup> Grade	28.6 (n = 10)	71.4 (n = 25)
	AA 10 <sup>th</sup> Grade	10.0 (n = 1)	90.0 (n = 9)
	Latinx 10 <sup>th</sup> Grade	26.3 (n = 5)	73.7 (n = 14)
	AA 11 <sup>th</sup> Grade	12.5 (n = 1)	87.5 (n = 7)
	Latinx 11 <sup>th</sup> Grade	30.0 (n = 3)	70.0 (n = 7)
	AA 9 <sup>th</sup> Grade	41.2 (n = 7)	58.8 (n = 10)
29. I read about my hobbies to learn more about them	Latinx 9 <sup>th</sup> Grade	37.1 (n = 13)	62.9 (n = 22)
	AA 10 <sup>th</sup> Grade	40.0 (n = 4)	60.0 (n = 6)
	Latinx 10 <sup>th</sup> Grade	52.6 (n = 10)	47.4 (n = 9)

	AA 11 <sup>th</sup> Grade	0.0 (n = 0)	100.0 (n = 8)
	Latinx 11 <sup>th</sup> Grade	50.0 (n = 5)	50.0 (n = 5)
B. Importance of Reading			
17. It is very important to me to be a good reader	AA 9 <sup>th</sup> Grade	11.8 (n = 2)	88.2 (n = 15)
	Latinx 9 <sup>th</sup> Grade	31.4 (n = 11)	68.6 (n = 24)
	AA 10 <sup>th</sup> Grade	20.0 (n = 2)	80.0 (n = 8)
	Latinx 10 <sup>th</sup> Grade	21.1 (n = 4)	78.9 (n = 15)
	AA 11 <sup>th</sup> Grade	12.5 (n = 1)	87.5 (n = 7)
	Latinx 11 <sup>th</sup> Grade	40.0 (n = 4)	60.0 (n = 6)
27. In comparison to other activities I do, it is very important to me to be a good reader	AA 9 <sup>th</sup> Grade	35.3 (n = 6)	64.7 (n = 11)
	Latinx 9 <sup>th</sup> Grade	37.1 (n = 13)	62.9 (n = 22)
	AA 10 <sup>th</sup> Grade	10.0 (n = 1)	90.0 (n = 9)
	Latinx 10 <sup>th</sup> Grade	36.8 (n = 7)	63.2 (n = 12)

	AA 11 <sup>th</sup> Grade	25.0 (n = 2)	75.0 (n = 6)
	Latinx 11 <sup>th</sup> Grade	50.0 (n = 5)	50.0 (n = 5)
C. Reading Involvement			
6. I enjoy a long, involved story or fiction book	AA 9 <sup>th</sup> Grade	41.2 (n = 7)	58.8 (n = 10)
	Latinx 9 <sup>th</sup> Grade	25.7 (n = 9)	74.3 (n = 26)
	AA 10 <sup>th</sup> Grade	10.0 (n = 1)	90.0 (n = 9)
	Latinx 10 <sup>th</sup> Grade	5.3 (n = 1)	94.7 (n = 18)
	AA 11 <sup>th</sup> Grade	12.5 (n = 1)	87.5 (n = 7)
	Latinx 11 <sup>th</sup> Grade	30.0 (n = 3)	70.0 (n = 7)
12. I make pictures in my mind when I read	AA 9 <sup>th</sup> Grade	29.4 (n = 5)	70.6 (n = 12)
	Latinx 9 <sup>th</sup> Grade	31.4 (n = 11)	68.6 (n = 24)
	AA 10 <sup>th</sup> Grade	0.0 (n = 0)	100.0 (n = 10)
	Latinx 10 <sup>th</sup> Grade	5.3 (n = 1)	94.7 (n = 18)
	AA 11 <sup>th</sup> Grade	12.5 (n = 1)	87.5 (n = 7)
	Latinx 11 <sup>th</sup> Grade	10.0 (n = 1)	90.0 (n = 9)



22. I read stories about fantasy and make believe	AA 9 <sup>th</sup> Grade	47.1 (n = 8)	52.9 (n = 9)
	Latinx 9 <sup>th</sup> Grade	28.6 (n = 10)	71.4 (n = 25)
	AA 10 <sup>th</sup> Grade	10.0 (n = 1)	90.0 (n = 9)
	Latinx 10 <sup>th</sup> Grade	47.4 (n = 9)	52.6 (n = 10)
	AA 11 <sup>th</sup> Grade	37.5 (n = 3)	62.5 (n = 5)
	Latinx 11 <sup>th</sup> Grade	20.0 (n = 2)	80.0 (n = 8)
30. I like mysteries	AA 9 <sup>th</sup> Grade	29.4 (n = 5)	70.6 (n = 12)
	Latinx 9 <sup>th</sup> Grade	14.3 (n = 5)	85.7 (n = 30)
	AA 10 <sup>th</sup> Grade	20.0 (n = 2)	80.0 (n = 8)
	Latinx 10 <sup>th</sup> Grade	26.3 (n = 5)	73.7 (n = 14)
	AA 11 <sup>th</sup> Grade	12.5 (n = 1)	87.5 (n = 7)
	Latinx 11 <sup>th</sup> Grade	30.0 (n = 3)	70.0 (n = 7)
33. I read a lot of adventure stories	AA 9 <sup>th</sup> Grade	35.3 (n = 6)	64.7 (n = 11)
	Latinx 9 <sup>th</sup> Grade	28.6 (n = 10)	71.4 (n = 25)

35. I feel like I make friends with people in good books	AA 10 <sup>th</sup> Grade	30.0 (n = 3)	70.0 (n = 7)
	Latinx 10 <sup>th</sup> Grade	31.6 (n = 6)	68.4 (n = 13)
	AA 11 <sup>th</sup> Grade	50.0 (n = 4)	50.0 (n = 4)
	Latinx 11 <sup>th</sup> Grade	30.0 (n = 3)	70.0 (n = 7)
	AA 9 <sup>th</sup> Grade	70.6 (n = 12)	29.4 (n = 5)
	Latinx 9 <sup>th</sup> Grade	74.3 (n = 26)	25.7 (n = 9)
	AA 10 <sup>th</sup> Grade	40.0 (n = 4)	60.0 (n = 6)
	Latinx 10 <sup>th</sup> Grade	63.2 (n = 12)	36.8 (n = 7)
	AA 11 <sup>th</sup> Grade	50.0 (n = 4)	50.0 (n = 4)
	Latinx 11 <sup>th</sup> Grade	60.0 (n = 6)	40.0 (n = 4)

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Table 4.61

*Collapsed Responses – Combined Total Responses of Intrinsic Motivation Reading Perceptions in 9<sup>th</sup>–11<sup>th</sup> grade African American (AA) and Latinx Students by Grade Level (%)*

Combined Survey Items		Different from Me	Like Me
A. Reading Curiosity (Questions 4, 10, 19, 25, 29)			
	AA 9 <sup>th</sup> Grade	29.4 (n = 25)	70.6 (n = 60)
	Latinx 9 <sup>th</sup> Grade	24.6 (n = 43)	75.4 (n = 132)
	AA 10 <sup>th</sup> Grade	22.0 (n = 11)	78.0 (n = 39)
	Latinx 10 <sup>th</sup> Grade	33.7 (n = 32)	66.3 (n = 63)
	AA 11 <sup>th</sup> Grade	5.0 (n = 2)	95.0 (n = 38)
	Latinx 11 <sup>th</sup> Grade	34.0 (n = 17)	66.0 (n = 33)
B. Importance of Reading (Questions 17,27)			
	AA 9 <sup>th</sup> Grade	23.5 (n = 8)	76.5 (n = 26)
	Latinx 9 <sup>th</sup> Grade	34.3 (n = 24)	65.7 (n = 46)
	AA 10 <sup>th</sup> Grade	15.0 (n = 3)	85.0 (n = 17)
	Latinx 10 <sup>th</sup> Grade	28.9 (n = 11)	71.1 (n = 27)

C. Reading Involvement (Questions 6, 12, 22, 30, 33, 35)	AA 11 <sup>th</sup> Grade	18.8 (n = 3)	81.2 (n = 13)
	Latinx 11 <sup>th</sup> Grade	45.0 (n = 9)	55.0 (n = 11)

AA 9 <sup>th</sup> Grade	42.2 (n = 43)	57.8 (n = 59)
Latinx 9 <sup>th</sup> Grade	33.8 (n = 71)	66.2 (n = 139)

AA 10 <sup>th</sup> Grade	18.3 (n = 11)	81.7 (n = 49)
Latinx 10 <sup>th</sup> Grade	29.8 (n = 34)	70.2 (n = 80)

AA 11 <sup>th</sup> Grade	29.2 (n = 14)	70.8 (n = 34)
Latinx 11 <sup>th</sup> Grade	30.0 (n = 18)	70.0 (n = 42)

D. Intrinsic Motivation  
(Reading Curiosity, Importance of Reading, Reading Involvement)

AA 9 <sup>th</sup> Grade	34.4 (n = 76)	65.6 (n = 145)
Latinx 9 <sup>th</sup> Grade	30.3 (n = 138)	69.7 (n = 317)
AA 10 <sup>th</sup> Grade	19.2 (n = 25)	80.8 (n = 105)
Latinx 10 <sup>th</sup> Grade	31.2 (n = 77)	68.8 (n = 170)

AA 11 <sup>th</sup> Grade	18.3 (n = 19)	81.7 (n = 85)
Latinx 11 <sup>th</sup> Grade	33.8 (n = 44)	66.2 (n = 86)

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### Extrinsic Motivation by Gender

**African American and Latinx males.** In the third reading motivation category, extrinsic motivation, 9<sup>th</sup> – 11<sup>th</sup> grade African American and Latinx male responses were analyzed under the recognition for reading subcategory. AA male students selected (75.0%) *Like Me*, when answering item 18: My parents often tell me what a good job I am doing in reading compared to Latinx males who chose (56.0%) *Different from Me*. AA students selected (83.3%) *Like Me*, in response to having a teacher say they read well and students responded equally with (50.0%) *Different from Me*, and (50.0%) *Like Me*, in response friends telling them they are a good reader. In comparison, Latinx students selected (56.0%) *Like Me*, in response to having a teacher say they read well, and students selected (72.0%) *Different from Me*, in response friends telling them they are a good reader. For item 43: I like to get compliments for my reading, AA students selected (66.7%) *Like Me* and Latinx students selected (60.0%) *Different from Me*. For item 47: I am happy when someone recognizes my reading, AA students selected (75.0%) *Like Me* and Latinx students selected (56.0%) *Like Me*.

The second subcategory of extrinsic motivation, reading for grades, was also analyzed. AA male students selected (91.7%) *Like Me* in comparison to Latinx students who selected (64.0%) *Like Me* for item 3: I read to improve my grades. For item 38: Grades are a good way to see how well you are doing in reading, AA students chose (91.7%) *Like Me* and Latinx students chose (80.0%) *Like Me*. AA male students responded with (75.0%) *Like Me* for looking forward to finding out their reading grade and Latinx students also responded with (68.0%) *Like Me*. For item 53: My parents ask

me about my reading grade, AA male students responded equally with (50.0%) *Different from Me*, and (50.0%) *Like Me*. In comparison, Latinx students responded with (52.0%) *Like Me*.

**Combined total responses and student comparisons.** Extrinsic motivation consists of two subcategories: recognition for reading and reading for grades. African American and Latinx 9<sup>th</sup>-11<sup>th</sup> grade males responded to the recognition for reading subcategory item with (70.0%) *Like Me* for AA males and (55.2%) *Different from Me* for Latinx males. Responses to item 18 indicated contrasting reading perceptions, with AA students choosing (75.0%) *Like Me*, and Latinx male students choosing (56.0%) *Different from Me*. Responses to item 43 also showed contrasting reading perceptions with AA males selecting (66.7%) *Like Me*, and (60.0%) *Different from Me*.

For the subcategory, reading for grades, AA male students selected (77.1%) *Like Me*, and Latinx males selected (66.0%) *Like Me*. Overall combined total responses for extrinsic motivation for African American male were (73.1%) *Like Me*. Latinx male students chose (54.2%) *Like Me*.

**African American and Latinx females.** Extrinsic motivation in 9<sup>th</sup>-11<sup>th</sup> grade African American and Latinx females was also analyzed. Data were recorded for analysis under recognition for reading, a sub reading motivation category of extrinsic motivation for reading. AA female students selected (56.5%) *Like Me*, when answering item 18: My parents often tell me what a good job I am doing in reading. Latinx students selected (66.7%) *Different from Me*. AA students selected (69.6%) *Like Me*, in response to having a teacher say they read well, and AA students also selected (52.2%) *Like Me*, in response friends telling them they are a good reader. In comparison, Latinx students selected (61.5%) *Like Me*, in response to having a teacher say they read well, and students selected (74.4%) *Different from Me*, in response friends telling them they are a good

reader. For item 43: I like to get compliments for my reading, AA students selected (65.2%) *Like Me* and Latinx students chose (61.5%) *Very Different from Me*. For item 47: I am happy when someone recognizes my reading, AA female students selected (60.9%) *Like Me* and Latinx female students selected (59.0%) *Different from Me*.

The second subcategory of extrinsic motivation, reading for grades, was also analyzed. The 9<sup>th</sup>-11<sup>th</sup> grade AA female students chose (78.3%) *Like Me* for item 3: I read to improve my grades and Latinx female students chose (59.0%) *Like Me*. For item 38: Grades are a good way to see how well you are doing in reading, AA students chose (82.6%) *Like Me* in comparison to Latinx students who chose (69.26%) *Like Me*. AA students responded with (91.3%) *Like Me* and Latinx students responded with (56.4%) *Like Me* for looking forward to finding out their reading grade. For item 53: My parents ask me about my reading grade, AA students responded (69.6%) *Like Me* and Latinx students responded with (56.4%) *Like Me*.

**Combined total responses and student comparisons.** Extrinsic motivation consists of two subcategories: recognition for reading and reading for grades. African American and Latinx 9<sup>th</sup>-11<sup>th</sup> grade females responded to the recognition for reading subcategory items with (60.9%) *Like Me* for AA females and (60.0%) *Different from Me* for Latinx females. Responses to several items showed different reading perceptions. For item 18, AA students chose (56.5%) *Like Me*, and Latinx students selected (66.7%) *Different from Me*. For item 37, AA students responded with (52.2%) *Like Me*, and Latinx students responded with (74.4%) *Different from Me*. As it relates to item 43, AA students selected (65.2%) *Like Me*, and Latinx students chose (61.5%) *Different from Me*. Lastly, for item 47, AA students responded with (60.9%) *Like Me*, and Latinx students (59.0%) *Different from Me*.

Under the second subcategory, reading for grades, AA female students selected (80.4%) *Like Me* and Latinx female students responded with (60.3%) *Like Me*. Overall combined, selected responses, including all categories of extrinsic motivation was (69.6%) *Like Me* for AA students. In contrast, Latinx students chose (51.0%) *Different from Me*. Data on student reading perceptions of extrinsic motivation are shown in tables 4.62 – 4.64, for African American and Latinx students by gender.



Table 4.62

*Extrinsic Motivation Reading Perceptions of 9<sup>th</sup>–11<sup>th</sup> grade African American (AA) Students and Latinx Students By Gender (%)*

Survey Item		Very Different from Me	A Little Different from Me	A Little Like Me	A Lot Like Me
A. Recognition for Reading					
18. My parents often tell me what a good job I am doing in reading	AA Male	8.3 (n = 1)	16.7 (n = 2)	33.3 (n = 4)	41.7 (n = 5)
	Latinx Male	32.0 (n = 8)	24.0 (n = 6)	28.0 (n = 7)	16.0 (n = 4)
	AA Female	13.0 (n = 3)	30.4 (n = 7)	26.1 (n = 6)	30.4 (n = 7)
	Latinx Female	46.2 (n = 18)	20.5 (n = 8)	30.8 (n = 12)	2.6 (n = 1)
28. I like having the teacher say I read well	AA Male	8.3 (n = 1)	8.3 (n = 1)	25.0 (n = 3)	58.3 (n = 7)
	Latinx Male	8.0 (n = 2)	36.0 (n = 9)	44.0 (n = 11)	12.0 (n = 3)
	AA Female	26.1 (n = 6)	4.3 (n = 1)	30.4 (n = 7)	39.1 (n = 9)
	Latinx Female	20.5 (n = 8)	17.9 (n = 7)	38.5 (n = 15)	23.1 (n = 9)
37. My friends sometimes tell me I am a good reader	AA Male	25.0 (n = 3)	25.0 (n = 3)	8.3 (n = 1)	41.7 (n = 5)
	Latinx Male	36.0 (n = 9)	36.0 (n = 9)	16.0 (n = 4)	12.0 (n = 3)

	AA Female	21.7 (n = 5)	26.1 (n = 6)	34.8 (n = 8)	17.4 (n = 4)
	Latinx Female	41.0 (n = 16)	33.3 (n = 13)	15.4 (n = 6)	10.3 (n = 4)
43. I like to get compliments for my reading	AA Male	16.7 (n = 2)	16.7 (n = 2)	16.7 (n = 2)	50.0 (n = 6)
	Latinx Male	20.0 (n = 5)	40.0 (n = 10)	32.0 (n = 8)	8.0 (n = 2)
	AA Female	17.4 (n = 4)	17.4 (n = 4)	34.8 (n = 8)	30.4 (n = 7)
	Latinx Female	33.3 (n = 13)	28.2 (n = 11)	25.6 (n = 10)	12.8 (n = 5)
47. I am happy when someone recognizes my reading	AA Male	8.3 (n = 1)	16.7 (n = 2)	41.7 (n = 5)	33.3 (n = 4)
	Latinx Male	12.0 (n = 3)	32.0 (n = 8)	36.0 (n = 9)	20.0 (n = 5)
	AA Female	17.4 (n = 4)	21.7 (n = 5)	26.1 (n = 6)	34.8 (n = 8)
	Latinx Female	41.0 (n = 16)	17.9 (n = 7)	28.2 (n = 11)	12.8 (n = 5)
B. Reading for Grades					
3. I read to improve my grades	AA Male	0.0 (n = 0)	8.3 (n = 1)	41.7 (n = 5)	50.0 (n = 6)
	Latinx Male	0.0 (n = 0)	36.0 (n = 9)	32.0 (n = 8)	32.0 (n = 8)
	AA Female	4.3 (n = 1)	17.4 (n = 4)	30.4 (n = 7)	47.8 (n = 11)
	Latinx Female	12.8	28.2	33.3	25.6

38. Grades are a good way to see how well you are doing in reading		(n = 5)	(n = 11)	(n = 13)	(n = 10)
	AA	0.0	8.3	25.0	66.7
	Male	(n = 0)	(n = 1)	(n = 3)	(n = 8)
	Latinx	8.0	12.0	44.0	36.0
	Male	(n = 2)	(n = 3)	(n = 11)	(n = 9)
	AA	8.7	8.7	21.7	60.9
	Female	(n = 2)	(n = 2)	(n = 5)	(n = 14)
	Latinx	12.8	17.9	43.6	25.6
50. I look forward to finding out my reading grade	Female	(n = 5)	(n = 7)	(n = 17)	(n = 10)
	AA	0.0	25.0	8.3	66.7
	Male	(n = 0)	(n = 3)	(n = 1)	(n = 8)
	Latinx	8.0	24.0	40.0	28.0
	Male	(n = 2)	(n = 6)	(n = 10)	(n = 7)
	AA	4.3	4.3	39.1	52.2
	Female	(n = 1)	(n = 1)	(n = 9)	(n = 12)
	Latinx	20.5	23.1	30.8	25.6
53. My parents ask me about my reading grade	Female	(n = 8)	(n = 9)	(n = 12)	(n = 10)
	AA	16.7	33.3	25.0	25.0
	Male	(n = 2)	(n = 4)	(n = 3)	(n = 3)
	Latinx	28.0	20.0	28.0	24.0
	Male	(n = 7)	(n = 5)	(n = 7)	(n = 6)
	AA	21.7	8.7	26.1	43.5
	Female	(n = 5)	(n = 2)	(n = 6)	(n = 10)
	Latinx	25.6	17.9	30.8	25.6
	Female	(n = 10)	(n = 7)	(n = 12)	(n = 10)

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Table 4.63

*Collapsed Responses - Extrinsic Motivation Reading Perceptions of 9<sup>th</sup> –11<sup>th</sup> grade African American (AA) and Latinx Students by Gender (%)*

Survey Item		Different from Me	Like Me
A. Recognition for Reading			
18. My parents often tell me what a good job I am doing in reading	AA Male	25.0 (n = 3)	75.0 (n = 9)
	Latinx Male	56.0 (n = 14)	44.0 (n = 11)
	AA Female	43.5 (n = 10)	56.5 (n = 13)
	Latinx Female	66.7 (n = 26)	33.3 (n = 13)
28. I like having the teacher say I read well	AA Male	16.7 (n = 2)	83.3 (n = 10)
	Latinx Male	44.0 (n = 11)	56.0 (n = 14)
	AA Female	30.4 (n = 7)	69.6 (n = 16)
	Latinx Female	38.5 (n = 15)	61.5 (n = 24)
37. My friends sometimes tell me I am a good reader	AA Male	50.0 (n = 6)	50.0 (n = 6)
	Latinx Male	72.0 (n = 18)	28.0 (n = 7)
	AA Female	47.8 (n = 11)	52.2 (n = 12)

	Latinx Female	74.4 (n = 29)	25.6 (n = 10)
43. I like to get compliments for my reading	AA Male	33.3 (n = 4)	66.7 (n = 8)
	Latinx Male	60.0 (n = 15)	40.0 (n = 10)
	AA Female	34.8 (n = 8)	65.2 (n = 15)
	Latinx Female	61.5 (n = 24)	38.5 (n = 15)
47. I am happy when someone recognizes my reading	AA Male	25.0 (n = 3)	75.0 (n = 9)
	Latinx Male	44.0 (n = 11)	56.0 (n = 14)
	AA Female	39.1 (n = 9)	60.9 (n = 14)
	Latinx Female	59.0 (n = 23)	41.0 (n = 16)
B. Reading for Grades			
3. I read to improve my grades			
	AA Male	8.3 (n = 1)	91.7 (n = 11)
	Latinx Male	36.0 (n = 9)	64.0 (n = 16)
	AA Female	21.7 (n = 5)	78.3 (n = 18)
	Latinx Female	41.0 (n = 16)	59.0 (n = 23)
38. Grades are a good way to see how well you are doing in reading	AA Male	8.3 (n = 1)	91.7 (n = 11)

50. I look forward to finding out my reading grade	Latinx Male	20.0 (n = 5)	80.0 (n = 20)
	AA Female	17.4 (n = 4)	82.6 (n = 19)
	Latinx Female	30.8 (n = 12)	69.2 (n = 27)
	AA Male	25.0 (n = 3)	75.0 (n = 9)
	Latinx Male	32.0 (n = 8)	68.0 (n = 17)
	AA Female	8.7 (n = 2)	91.3 (n = 21)
53. My parents ask me about my reading grade	Latinx Female	43.6 (n = 17)	56.4 (n = 22)
	AA Male	50.0 (n = 6)	50.0 (n = 6)
	Latinx Male	48.0 (n = 12)	52.0 (n = 13)
	AA Female	30.4 (n = 7)	69.6 (n = 16)
	Latinx Female	43.6 (n = 17)	56.4 (n = 22)

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Table 4.64

*Collapsed Responses – Combined Total Responses of Extrinsic Motivation Reading Perceptions in 9<sup>th</sup>–11<sup>th</sup> grade African American (AA) and Latinx Students by Gender (%)*

Combined Survey Items	Different from Me	Like Me
A. Recognition for Reading (Questions 18, 28, 37, 43, 47)		
AA Male	30.0 (n = 18)	70.0 (n = 42)
Latinx Male	55.2 (n = 69)	44.8 (n = 56)
AA Female	39.1 (n = 45)	60.9 (n = 70)
Latinx Female	60.0 (n = 117)	40.0 (n = 78)
B. Reading for Grades (Questions 3,38,50,53)		
AA Male	22.9 (n = 11)	77.1 (n = 37)
Latinx Male	34.0 (n = 34)	66.0 (n = 66)
AA Female	19.6 (n = 18)	80.4 (n = 74)
Latinx Female	39.7 (n = 62)	60.3 (n = 94)
C. Extrinsic Motivation (Recognition for Reading, Reading for Grades)		
AA Male	26.9 (n = 29)	73.1 (n = 79)

Latinx Male	45.8 (n = 103)	54.2 (n = 122)
AA Female	30.4 (n = 63)	69.6 (n = 144)
Latinx Female	51.0 (n = 179)	49.0 (n = 172)

### Extrinsic Motivation by Grade Level

**Grade 9.** African American (AA) and Latinx 9<sup>th</sup> grade responses were analyzed under recognition for reading, a subcategory. AA students selected (52.9%) *Like Me*, while Latinx students chose (54.3%) *Different from Me*, when answering item 18: My parents often tell me what a good job I am doing in reading. AA students selected (76.5%) *Like Me*, and Latinx students selected (71.4%) *Like Me*, in response to having a teacher say they read well. As it relates to friends telling them they are a good reader, AA students responded with (58.8%) *Different from Me*, and Latinx students (71.4%) *Different from Me*. For item 43: I like to get compliments for my reading, AA students chose (64.7%) *Like Me*. Latinx students chose (60.0%) *Different from Me*. For item 47: I am happy when someone recognizes my reading, AA 9<sup>th</sup> grade students selected (52.9%) *Very Different from Me*, and Latinx 9<sup>th</sup> grade students (51.4%) *Like Me*.

Responses to the second subcategory of extrinsic motivation, reading for grades, were also analyzed. Grade 9 AA students selected (82.4%) *Like Me* for item 3: I read to improve my grades. Latinx 9<sup>th</sup> grade students also chose (65.7%) *Like Me*. For item 38: Grades are a good way to see how well you are doing in reading, AA students chose (88.2%) *Like Me*, and Latinx students selected (77.1%) *Like Me*. AA Students responded with (70.6%) *Like Me* for looking forward to finding out their reading grade. Latinx students chose (57.1%) *Like Me*. For item 53: My parents ask me about my reading



grade, student responded with (52.9%) *Like Me*, for AA and (62.9%) *Like Me*, for Latinx students.

**Grade 10.** Tenth grade AA and Latinx student responses were recorded for analysis under recognition for reading, a subcategory. Grade 10 AA students selected (70.0%) *Like Me*, while Latinx students chose (68.4%) *Different from Me*, when answering item 18: My parents often tell me what a good job I am doing in reading. AA students chose (80.0%) *Like Me*, in response to liking to have a teacher say they read well. Latinx students chose (57.9%) *Different from Me*. Responses were equally divided with (50.0%) *Different from Me* and (50.0%) *Like Me*, for AA students, in response friends telling them they are a good reader. Latinx students chose (68.4) *Different from Me*. For item 43: I like to get compliments for my reading, AA students selected (60.0%) *Like Me*, and Latinx students (57.9%) *Different from Me*. For item 47: I am happy when someone recognizes my reading, AA 10<sup>th</sup> grade students responded with (80.0%) *Like Me*, and Latinx 10<sup>th</sup> grade students selected (57.9%) *Different from Me*.

Responses to the second subcategory of extrinsic motivation, reading for grades, were also analyzed. Grade 10 AA students chose (80.0%) *Like Me*, and Latinx students (57.9%) *Like Me*, for item 3: I read to improve my grades. For item 38: Grades are a good way to see how well you are doing in reading, AA students chose (80.0%) *Like Me* and Latinx students chose (73.7%) *Like Me*. All AA students responded with (100.0%) *Like Me* for looking forward to finding out their reading grade, and Latinx students chose (68.4%) *Like Me*. For item 53: My parents ask me about my reading grade, AA students responded with (70.0%) *Like Me*, while Latinx students chose (52.6%) *Different from Me*

**Grade 11.** Eleventh grade African American (AA) and Latinx participant responses were recorded for analysis under recognition for reading, a subcategory. AA students selected (75.0%) *Like Me*, when answering item 18: My parents often tell me

what a good job I am doing in reading. In comparison, Latinx students selected (80.0%) *Different from Me*. AA students chose (62.5%) *Like Me*, in response to liking to have a teacher say they read well. Latinx students responded equally with (50.0%) *Different from Me*, and (50.0%) *Like Me*. In response friends telling them they are a good reader, AA students chose (75.0%) *Like Me*, while Latinx students chose (90.0%) *Different from Me*. For item 43: I like to get compliments for my reading, AA students selected (75.0%) *Like Me*, and Latinx students (70.0%) *Different from Me*. For item 47: I am happy when someone recognizes my reading, AA students responded with (87.5%) *Like Me*, and Latinx students (60.0%) *Different from Me*.

Responses to the second subcategory of extrinsic motivation, reading for grades, were also analyzed. Grade 11 AA students chose (87.5%) *Like Me* for item 3: I read to improve my grades. Student responses for Latinx 11<sup>th</sup> graders were split equally with (50.0%) *Different from Me*, and (50.0%) *Like Me*. For item 38: Grades are a good way to see how well you are doing in reading, AA students chose (87.5%) *Like Me*, and Latinx students (60.0%) *Like Me*. AA students responded with (100.0%) *Like Me* for looking forward to finding out their reading grade. Latinx students also selected (60.0%) *Like Me*. For item 53: My parents ask me about my reading grade, AA students responded with (75.0%) *Like Me*, and Latinx students, (60.0%) *Different from Me*.

**Combined total responses and student comparison.** Extrinsic motivation consists of two subcategories: recognition for reading and reading for grades. Relating to the first subcategory, recognition for reading, combined total responses to all five items were (56.5%) *Like Me* for AA 9<sup>th</sup> graders, and (52.6%) *Different from Me* for Latinx 9<sup>th</sup> graders. Several responses recorded within the items in this category indicated contrasting perceptions. For item 18, AA 9<sup>th</sup> grade students chose (52.9%) *Like Me*, in comparison to Latinx 9<sup>th</sup> graders who chose (54.3%) *Different from Me*. Responses to

Item 43 also indicated contrasting perceptions, AA 9<sup>th</sup> grade students chose (64.7%) *Like Me*, in comparison to Latinx students who selected (60.0%) *Different from Me*.

Combined total responses to all five items, for 10<sup>th</sup> graders were (68.0%) *Like Me* for AA students, and (62.1%) *Different from Me* for Latinx students. Several responses recorded within the items in this category indicated contrasting perceptions. For item 18, AA 10<sup>th</sup> grade students chose (70.0%) *Like Me*, in comparison to Latinx 10<sup>th</sup> graders who chose (68.4%) *Different from Me*. Responses to item 28 indicated contrasting perceptions, AA 10<sup>th</sup> grade students chose (80.0%) *Like Me*, in comparison to Latinx students who selected (57.9%) *Different from Me*. For item 43, AA students chose (60.0%) *Like Me*, in comparison to Latinx students who chose (57.9%) *Different from Me*. Lastly, For item 47, AA students selected (80.0%) *Like Me*, in comparison to Latinx students who chose (57.9%) *Different from Me*.

For 11<sup>th</sup> graders, combined total responses were (75.0%) *Like Me*, for AA students, and (70.0%) *Different from Me*, for Latinx students. Each item under the recognition for reading subcategory indicated contrasting views. For item 18, AA 11<sup>th</sup> grade students chose (75.0%) *Like Me*, in comparison to Latinx 11<sup>th</sup> graders who chose (80.0%) *Different from Me*. Responses to item 28 indicated contrasting perceptions, AA 11<sup>th</sup> grade students chose (62.5%) *Like Me*, in comparison to Latinx students who were equally divided with (50.0%) *Different from Me* and (50.0%) *Like Me*. For item 37, AA students selected (75.0%) *Like Me*, and Latinx students (90.0%) *Different from Me*. For item 43, AA students chose (75.0%) *Like Me*, in comparison to Latinx students who chose (70.0%) *Different from Me*. Lastly, For item 47, AA students selected (87.5%) *Like Me*, in comparison to Latinx students who chose (60.0%) *Different from Me*.

For combined total responses to four items in the second subcategory, reading for grades, 9<sup>th</sup> grade AA students selected (73.5%) *Like Me*, and 9<sup>th</sup> grade Latinx students

chose (65.7%) *Like Me*. Grade 10 AA students chose (82.5%) *Like Me*, and Latinx students selected (61.8%) *Like Me*. Responses indicated contrasting reading perceptions for item 53, with AA 10<sup>th</sup> grade students selecting (70.0%) *Like Me*, and Latinx students (52.6%) *Different from Me*. Grade 11 AA students selected (87.5%) *Like Me*, and Latinx students (52.5%) *Like Me*, in response to the combined total responses to the reading for grades subcategory. Responses indicated contrasting reading perceptions for item 53, with AA 11<sup>th</sup> grade students selecting (75.0%) *Like Me*, and Latinx students (60.0%) *Different from Me*.

Overall combined total responses for extrinsic motivation, which includes both subcategories were (64.1%) *Like Me*, for AA 9<sup>th</sup> graders, and (55.6%) *Like Me*, for Latinx 9<sup>th</sup> graders. AA 10<sup>th</sup> grade students chose (74.4%) *Like Me*, and Latinx 10<sup>th</sup> graders selected (51.5%) *Different from Me*. Grade 11 AA students selected (80.6%) *Like Me*, and grade 11 Latinx students (60.0%) *Different from Me*. Tables 4.65 – 4.67 show data on student reading perceptions of extrinsic motivation by grade level.

Table 4.65

*Expanded Responses - Extrinsic Motivation Reading Perceptions of 9<sup>th</sup> –11<sup>th</sup> grade African American (AA) and Latinx Students by Grade Level (%)*

Survey Item		Very Different from Me	A Little Different from Me	A Little Like Me	A Lot Like Me
A. Recognition for Reading					
18. My parents often tell me what a good job I am doing in reading	AA 9 <sup>th</sup> Grade	11.8 (n = 2)	35.3 (n = 6)	29.4 (n = 5)	23.5 (n = 4)
	Latinx 9 <sup>th</sup> Grade	31.4 (n = 11)	22.9 (n = 8)	34.3 (n = 12)	11.4 (n = 4)

28. I like having the teacher say I read well	AA 10 <sup>th</sup> Grade	10.0 (n = 1)	20.0 (n = 2)	30.0 (n = 3)	40.0 (n = 4)
	Latinx 10 <sup>th</sup> Grade	42.1 (n = 8)	26.3 (n = 5)	26.3 (n = 5)	5.3 (n = 1)
	AA 11 <sup>th</sup> Grade	12.5 (n = 1)	12.5 (n = 1)	25.0 (n = 2)	50.0 (n = 4)
	Latinx 11 <sup>th</sup> Grade	70.0 (n = 7)	10.0 (n = 1)	20.0 (n = 2)	0.0 (n = 0)
	AA 9 <sup>th</sup> Grade	17.6 (n = 3)	5.9 (n = 1)	41.2 (n = 7)	35.3 (n = 6)
	Latinx 9 <sup>th</sup> Grade	11.4 (n = 4)	17.1 (n = 6)	51.4 (n = 18)	20.0 (n = 7)
	AA 10 <sup>th</sup> Grade	20.0 (n = 2)	0.0 (n = 0)	30.0 (n = 3)	50.0 (n = 5)
	Latinx 10 <sup>th</sup> Grade	15.8 (n = 3)	42.1 (n = 8)	31.6 (n = 6)	10.5 (n = 2)
	AA 11 <sup>th</sup> Grade	25.0 (n = 2)	12.5 (n = 1)	0.0 (n = 0)	62.5 (n = 5)
	Latinx 11 <sup>th</sup> Grade	30.0 (n = 3)	20.0 (n = 2)	20.0 (n = 2)	30.0 (n = 3)
37. My friends sometimes tell me I am a good reader	AA 9 <sup>th</sup> Grade	29.4 (n = 5)	29.4 (n = 5)	29.4 (n = 5)	11.8 (n = 2)
	Latinx 9 <sup>th</sup> Grade	42.9 (n = 15)	28.6 (n = 10)	14.3 (n = 5)	14.3 (n = 5)
	AA 10 <sup>th</sup> Grade	20.0 (n = 2)	30.0 (n = 3)	20.0 (n = 2)	30.0 (n = 3)
	Latinx 10 <sup>th</sup> Grade	26.3 (n = 5)	42.1 (n = 8)	26.3 (n = 5)	5.3 (n = 1)

43. I like to get compliments for my reading	AA 11 <sup>th</sup> Grade	12.5 (n = 1)	12.5 (n = 1)	25.0 (n = 2)	50.0 (n = 4)
	Latinx 11 <sup>th</sup> Graders	50.0 (n = 5)	40.0 (n = 4)	0.0 (n = 0)	10.0 (n = 1)
	AA 9 <sup>th</sup> Grade	11.8 (n = 2)	23.5 (n = 4)	29.4 (n = 5)	35.3 (n = 6)
	Latinx 9 <sup>th</sup> Grade	28.6 (n = 10)	31.4 (n = 11)	34.3 (n = 12)	5.7 (n = 2)
	AA 10 <sup>th</sup> Grade	30.0 (n = 3)	10.0 (n = 1)	20.0 (n = 2)	40.0 (n = 4)
	Latinx 10 <sup>th</sup> Grade	26.3 (n = 5)	31.6 (n = 6)	26.3 (n = 5)	15.8 (n = 3)
	AA 11 <sup>th</sup> Grade	12.5 (n = 1)	12.5 (n = 1)	37.5 (n = 3)	37.5 (n = 3)
	Latinx 11 <sup>th</sup> Grade	30.0 (n = 3)	40.0 (n = 4)	10.0 (n = 1)	20.0 (n = 2)
	AA 9 <sup>th</sup> Grade	17.6 (n = 3)	35.3 (n = 6)	23.5 (n = 4)	23.5 (n = 4)
	Latinx 9 <sup>th</sup> Grade	31.4 (n = 11)	17.1 (n = 6)	34.3 (n = 12)	17.1 (n = 6)
47. I am happy when someone recognizes my reading	AA 10 <sup>th</sup> Grade	10.0 (n = 1)	20.0 (n = 1)	40.0 (n = 4)	40.0 (n = 4)
	Latinx 10 <sup>th</sup> Grade	21.1 (n = 4)	36.8 (n = 7)	26.3 (n = 5)	15.8 (n = 3)
	AA 11 <sup>th</sup> Grade	12.5 (n = 1)	0.0 (n = 0)	37.5 (n = 3)	50.0 (n = 4)
	Latinx 11 <sup>th</sup> Grade	40.0 (n = 4)	20.0 (n = 2)	30.0 (n = 3)	10.0 (n = 1)

B. Reading for  
Grades

3. I read to improve my grades	AA 9 <sup>th</sup> Grade	5.9 (n = 1)	11.8 (n = 2)	35.3 (n = 6)	47.1 (n = 8)
	Latinx 9 <sup>th</sup> Grade	2.9 (n = 1)	31.4 (n = 11)	37.1 (n = 13)	28.6 (n = 10)
	AA 10 <sup>th</sup> Grade	0.0 (n = 0)	20.0 (n = 2)	30.0 (n = 3)	50.0 (n = 5)
	Latinx 10 <sup>th</sup> Grade	10.5 (n = 2)	31.6 (n = 6)	26.3 (n = 5)	31.6 (n = 6)
	AA 11 <sup>th</sup> Grade	0.0 (n = 0)	12.5 (n = 1)	37.5 (n = 3)	50.0 (n = 4)
	Latinx 11 <sup>th</sup> Grade	20.0 (n = 2)	30.0 (n = 3)	30.0 (n = 3)	20.0 (n = 2)
38. Grades are a good way to see how well you are doing in reading	AA 9 <sup>th</sup> Grade	0.0 (n = 0)	11.8 (n = 2)	29.4 (n = 5)	58.8 (n = 10)
	Latinx 9 <sup>th</sup> Grade	8.6 (n = 3)	14.3 (n = 5)	45.7 (n = 16)	31.4 (n = 11)
	AA 10 <sup>th</sup> Grade	10.0 (n = 1)	10.0 (n = 1)	10.0 (n = 1)	70.0 (n = 7)
	Latinx 10 <sup>th</sup> Grade	15.8 (n = 3)	10.5 (n = 2)	42.1 (n = 8)	31.6 (n = 6)
	AA 11 <sup>th</sup> Grade	12.5 (n = 1)	0.0 (n = 0)	25.0 (n = 2)	62.5 (n = 5)
	Latinx 11 <sup>th</sup> Grade	10.0 (n = 1)	30.0 (n = 3)	40.0 (n = 4)	20.0 (n = 2)
50. I look forward to finding out my reading grade	AA 9 <sup>th</sup> Grade	5.9 (n = 1)	23.5 (n = 4)	23.5 (n = 4)	47.1 (n = 8)
	Latinx 9 <sup>th</sup> Grade	14.3 (n = 5)	28.6 (n = 10)	28.6 (n = 10)	28.6 (n = 10)

53. My parents ask me about my reading grade	AA 10 <sup>th</sup> Grade	0.0 (n = 0)	0.0 (n = 0)	40.0 (n = 4)	60.0 (n = 6)
	Latinx 10 <sup>th</sup> Grade	10.5 (n = 2)	21.1 (n = 4)	42.1 (n = 8)	26.3 (n = 5)
	AA 11 <sup>th</sup> Grade	0.0 (n = 0)	0.0 (n = 0)	25.0 (n = 2)	75.0 (n = 6)
	Latinx 11 <sup>th</sup> Grade	30.0 (n = 3)	10.0 (n = 1)	40.0 (n = 4)	20.0 (n = 2)
	AA 9 <sup>th</sup> Grade	23.5 (n = 4)	23.5 (n = 4)	17.6 (n = 3)	35.3 (n = 6)
	Latinx 9 <sup>th</sup> Grade	25.7 (n = 9)	11.4 (n = 4)	28.6 (n = 10)	34.3 (n = 12)
	AA 10 <sup>th</sup> Grade	20.0 (n = 2)	10.0 (n = 1)	30.0 (n = 3)	40.0 (n = 4)
	Latinx 10 <sup>th</sup> Grade	21.1 (n = 4)	31.6 (n = 6)	36.8 (n = 7)	10.5 (n = 2)
	AA 11 <sup>th</sup> Grade	12.5 (n = 1)	12.5 (n = 1)	37.5 (n = 3)	37.5 (n = 3)
	Latinx 11 <sup>th</sup> Grade	40.0 (n = 4)	20.0 (n = 2)	20.0 (n = 2)	20.0 (n = 2)

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Table 4.66

*Collapsed Responses - Extrinsic Motivation Reading Perceptions of 9<sup>th</sup> –11<sup>th</sup> grade African American (AA) and Latinx Students by Grade Level (%)*

Survey Item		Different from Me	Like Me
A. Recognition for Reading			
18. My parents often tell me what a good job I am doing in reading	AA 9 <sup>th</sup> Grade	47.1 (n = 8)	52.9 (n = 9)
	Latinx 9 <sup>th</sup> Grade	54.3 (n = 19)	45.7 (n = 16)
	AA 10 <sup>th</sup> Grade	30.0 (n = 3)	70.0 (n = 7)
	Latinx 10 <sup>th</sup> Grade	68.4 (n = 13)	31.6 (n = 6)
	AA 11 <sup>th</sup> Grade	25.0 (n = 2)	75.0 (n = 6)
	Latinx 11 <sup>th</sup> Grade	80.0 (n = 8)	20.0 (n = 2)
28. I like having the teacher say I read well	AA 9 <sup>th</sup> Grade	23.5 (n = 4)	76.5 (n = 13)
	Latinx 9 <sup>th</sup> Grade	28.6 (n = 10)	71.4 (n = 25)
	AA 10 <sup>th</sup> Grade	20.0 (n = 2)	80.0 (n = 8)

37. My friends sometimes tell me I am a good reader	Latinx 10 <sup>th</sup> Grade	57.9 (n = 11)	42.1 (n = 8)
	AA 11 <sup>th</sup> Grade	37.5 (n = 3)	62.5 (n = 5)
	Latinx 11 <sup>th</sup> Grade	50.0 (n = 5)	50.0 (n = 5)
	AA 9 <sup>th</sup> Grade	58.8 (n = 10)	41.2 (n = 7)
	Latinx 9 <sup>th</sup> Grade	71.4 (n = 25)	28.6 (n = 10)
	AA 10 <sup>th</sup> Grade	50.0 (n = 5)	50.0 (n = 5)
	Latinx 10 <sup>th</sup> Grade	68.4 (n = 13)	31.6 (n = 6)
	AA 11 <sup>th</sup> Grade	25.0 (n = 2)	75.0 (n = 6)
	Latinx 11 <sup>th</sup> Grade	90.0 (n = 9)	10.0 (n = 1)
	AA 9 <sup>th</sup> Grade	35.3 (n = 6)	64.7 (n = 11)
43. I like to get compliments for my reading	Latinx 9 <sup>th</sup> Grade	60.0 (n = 21)	40.0 (n = 14)
	AA 10 <sup>th</sup> Grade	40.0 (n = 4)	60.0 (n = 6)

47. I am happy when someone recognizes my reading	Latinx 10 <sup>th</sup> Grade	57.9 (n = 11)	42.1 (n = 8)
	AA 11 <sup>th</sup> Grade	25.0 (n = 2)	75.0 (n = 6)
	Latinx 11 <sup>th</sup> Grade	70.0 (n = 7)	30.0 (n = 3)
	AA 9 <sup>th</sup> Grade	52.9 (n = 9)	47.1 (n = 8)
	Latinx 9 <sup>th</sup> Grade	48.6 (n = 17)	51.4 (n = 18)
	AA 10 <sup>th</sup> Grade	20.0 (n = 2)	80.0 (n = 8)
	Latinx 10 <sup>th</sup> Grade	57.9 (n = 11)	42.1 (n = 8)
	AA 11 <sup>th</sup> Grade	12.5 (n = 1)	87.5 (n = 7)
	Latinx 11 <sup>th</sup> Grade	60.0 (n = 6)	40.0 (n = 4)
B. Reading for Grades			
3. I read to improve my grades	AA 9 <sup>th</sup> Grade	17.6 (n = 3)	82.4 (n = 14)
	Latinx 9 <sup>th</sup> Grade	34.3 (n = 12)	65.7 (n = 23)
	AA 10 <sup>th</sup> Grade	20.0 (n = 2)	80.0 (n = 8)

38. Grades are a good way to see how well you are doing in reading	Latinx 10 <sup>th</sup> Grade	42.1 (n = 8)	57.9 (n = 11)
	AA 11 <sup>th</sup> Grade	12.5 (n = 1)	87.5 (n = 7)
	Latinx 11 <sup>th</sup> Grade	50.0 (n = 5)	50.0 (n = 5)
	AA 9 <sup>th</sup> Grade	11.8 (n = 2)	88.2 (n = 15)
	Latinx 9 <sup>th</sup> Grade	22.9 (n = 8)	77.1 (n = 27)
	AA 10 <sup>th</sup> Grade	20.0 (n = 2)	80.0 (n = 8)
50. I look forward to finding out my reading grade	Latinx 10 <sup>th</sup> Grade	26.3 (n = 5)	73.7 (n = 14)
	AA 11 <sup>th</sup> Grade	12.5 (n = 1)	87.5 (n = 7)
	Latinx 11 <sup>th</sup> Grade	40.0 (n = 4)	60.0 (n = 6)
	AA 9 <sup>th</sup> Grade	29.4 (n = 5)	70.6 (n = 12)
	Latinx 9 <sup>th</sup> Grade	42.9 (n = 15)	57.1 (n = 20)
	AA 10 <sup>th</sup> Grade	0.0 (n = 0)	100.0 (n = 10)

53. My parents ask me about my reading grade	Latinx 10 <sup>th</sup> Grade	31.6 (n = 6)	68.4 (n = 13)
	AA 11 <sup>th</sup> Grade	0.0 (n = 0)	100.0 (n = 8)
	Latinx 11 <sup>th</sup> Grade	40.0 (n = 4)	60.0 (n = 6)
	AA 9 <sup>th</sup> Grade	47.1 (n = 8)	52.9 (n = 9)
	Latinx 9 <sup>th</sup> Grade	37.1 (n = 13)	62.9 (n = 22)
	AA 10 <sup>th</sup> Grade	30.0 (n = 3)	70.0 (n = 7)
	Latinx 10 <sup>th</sup> Grade	52.6 (n = 10)	47.4 (n = 9)
	AA 11 <sup>th</sup> Grade	25.0 (n = 2)	75.0 (n = 6)
	Latinx 11 <sup>th</sup> Grade	60.0 (n = 6)	40.0 (n = 4)

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Table 4.67

*Collapsed Responses – Combined Total of Extrinsic Motivation Reading Perceptions in 9<sup>th</sup> –11<sup>th</sup> grade African American (AA) and Latinx Students by Grade Level (%)*

Combined Survey Items	Different from Me	Like Me
A. Recognition for Reading (Questions 18, 28, 37, 43, 47)		
AA 9 <sup>th</sup> Grade	43.5 (n = 37)	56.5 (n = 48)
Latinx 9 <sup>th</sup> Grade	52.6 (n = 92)	47.4 (n = 83)
AA 10 <sup>th</sup> Grade	32.0 (n = 16)	68.0 (n = 34)
Latinx 10 <sup>th</sup> Grade	62.1 (n = 59)	37.9 (n = 36)
AA 11 <sup>th</sup> Grade	25.0 (n = 10)	75.0 (n = 30)
Latinx 11 <sup>th</sup> Grade	70.0 (n = 35)	30.0 (n = 15)
B. Reading for Grades (Questions 3,38,50,53)		
AA 9 <sup>th</sup> Grade	26.5 (n = 18)	73.5 (n = 50)
Latinx 9 <sup>th</sup> Grade	34.3 (n = 48)	65.7 (n = 92)
AA 10 <sup>th</sup> Grade	17.5 (n = 7)	82.5 (n = 33)
Latinx 10 <sup>th</sup> Grade	38.2 (n = 29)	61.8 (n = 47)

AA 11 <sup>th</sup> Grade	12.5 (n = 4)	87.5 (n = 28)
Latinx 11 <sup>th</sup> Grade	47.5 (n = 19)	52.5 (n = 21)
C. Extrinsic Motivation (Recognition for Reading, Reading for Grades)		
AA 9 <sup>th</sup> Grade	35.9 (n = 55)	64.1 (n = 98)
Latinx 9 <sup>th</sup> Grade	44.4 (n = 140)	55.6 (n = 175)
AA 10 <sup>th</sup> Grade	25.6 (n = 23)	74.4 (n = 67)
Latinx 10 <sup>th</sup> Grade	51.5 (n = 88)	48.5 (n = 83)
AA 11 <sup>th</sup> Grade	19.4 (n = 14)	80.6 (n = 58)
Latinx 11 <sup>th</sup> Grade	60.0 (n = 54)	40.0 (n = 36)

### Social Reasons for Reading by Gender

**African American and Latinx males.** Ninth through eleventh grade African American (AA) and Latinx male responses were analyzed under the social reasons for reading subcategory. AA male students selected (66.7%) *Different from Me*, when answering item 11: I visit the library often with my family; and Latinx students responded with (88.0%) *Different from Me*. AA Students selected (75.0%) *Different from Me*, and Latinx students chose (92.0%) *Different from Me*, in response to often reading to a brother or sister. AA students responded with (58.3%) *Different from Me* and Latinx students responded with (80.0%) *Different from Me*, in response to trading things to read with friends. For item 39: I like to help my friends with their schoolwork in reading, AA

students selected (75.0%) *Like Me* and Latinx students selected (56.0%) *Different from Me*. AA students selected (66.7%) *Different from Me* for item 42: I sometimes read to my parents, and Latinx students also selected (84.0%) *Different from Me* for item 42. When talking to friends about reading, AA students selected (66.7%) *Like Me* and Latinx students responded with (72.0%) *Different from Me*. AA students responded with (66.7%) *Like Me* when telling their family about what they are reading, and Latinx students selected (56.0%) *Different from Me*.

The second subcategory of social reasons for reading, competition, was also analyzed. AA male students selected (66.7%) *Different from Me* when answering item 1: I like being the best at reading; and Latinx students selected (64.0%) *Like Me*. Over half of AA students chose (75.0%) *Like Me* for item 9: I try to get more answers right than my friends. Latinx students also selected (76.0%) *Like Me*. For item 41: I am willing to work hard to read better than my friends, AA students selected (75.0%) *Like Me*. In comparison, Latinx students responded with (56.0%) *Different from Me*. AA male students responded with (66.7%) *Like Me* on the importance of seeing their names on a list of good readers. Latinx students selected (56.0%) *Like Me*. For item 49: I like being the only one who knows an answer in something we read, AA students selected (75.0%) *Like Me* and Latinx students selected (56.0%) *Like Me*. As it relates to finishing reading work before other students, AA male students responded with (66.7%) *Like Me* and Latinx students chose (52.0%) *Like Me*.

The third subcategory of social reasons for reading addresses compliance. AA male students responded with (58.3%) *Like Me* for reading because they have to; and Latinx students also selected (56.0%) *Like Me*. In response to doing as little schoolwork as possible in reading, AA students responded with (83.3%) *Different from Me*, and Latinx students selected (80.0%) *Different from Me*. AA Students responded with



(75.0%) *Like Me* to item 36 which addresses the importance of finishing every reading assignment. Latinx male students selected (68.0%) *Like Me*. Of the AA male students assessed, students selected (83.3%) *Like Me* for always try to finish reading on time and (66.7%) *Like Me* for always do reading work exactly as the teacher wants. In comparison, Latinx male students chose (68.0%) *Like Me* for always try to finish reading on time and selected (60.0%) *Like Me*, for always do reading work exactly as the teacher wants.

The final subcategory under social reasons for reading was reading work avoidance. For item 13: I don't like reading something when the words are too difficult, AA students responded with (58.3%) *Like Me*. In comparison, Latinx students selected (64.0%) *Different from Me*. AA Students (58.3%) *Like Me* in response to item 24: I don't like vocabulary questions; and Latinx students selected (64.0%) *Different from Me*. AA students responded to item 32: Complicated stories are no fun to read with (66.7%) *Different from Me*. Latinx students also responded with (56.0%) *Different from Me*. AA students responded to item 40: I don't like it when there are too many people in the story with (50.0%) *Different from Me* and (50.0%) *Like Me*. Latinx male students responded with (64.0%) *Different from Me*.

**Combined total responses and student comparisons.** Social reasons for reading consist of four categories: social reasons for reading, reading competition, compliance, and reading work avoidance. African American 9<sup>th</sup>-11<sup>th</sup> grade males responded to the social reasons for reading subcategory items with (51.2%) *Different from Me* and Latinx males with (75.4%) *Different from Me*. Within this category, responses to item 39 showed contrasting reading perceptions. AA students chose (75.0%) *Like Me*, and Latinx students chose (56.0%) *Different from Me*. Several other items also indicated contrasting perceptions. For item 45, AA students selected (66.7%) *Like Me*, and Latinx

students (72.0%) *Different from Me*. AA students selected (66.7%) *Like Me*, for item 48, and Latinx students (56.0%) *Different from Me*.

For reading competition, AA male students selected (65.3%) *Like Me*, in comparison to the Latinx students who selected (58.0%) *Like Me*. Responses to item 1 indicated contrasting perceptions with AA students selecting (66.7%) *Different from Me*, and Latinx students (64.0%) *Like Me*. Responses to item 41 also indicated contrasting perceptions with AA students selecting (75.0%) *Like Me*, and Latinx students (56.0%) *Different from Me*.

In the third subcategory, compliance, AA male students responded with (60.0%) *Like Me*, in comparison to Latinx students who chose (54.4%) *Like Me*. For the last subcategory, reading work avoidance, AA male students responded with (50.0%) *Different from Me* and (50.0%) *Like Me*. Latinx students responded with (62.0%) *Like Me*. Contrasting perceptions were indicated in item 13 of this subcategory, with AA students selecting (58.3%) *Like Me*, and Latinx students (64.0%) *Different from Me*. Overall combined, selected responses for social reasons for reading, which included all subcategories, was AA males (56.1%) *Like Me*, and Latinx males (57.1%) *Different from Me*.

**African American and Latinx females.** Ninth through eleventh grade African American and Latinx female responses were also analyzed under social reasons for reading, a subcategory of social reasons for reading. AA female students selected (73.9%) *Different from Me*, when answering item 11: I visit the library often with my family. Latinx female students chose (94.9%) *Different from Me*. AA students selected (69.6%) *Different from Me*, in response to reading to a brother or sister. Latinx students also chose (76.9%) *Different from Me*. In response to trading things to read with friends, AA students responded with (69.6%) *Different from Me* and Latinx students with (69.2%)

*Different from Me*. For item 39: I like to help my friends with their schoolwork in reading, AA female students selected (69.6%) *Like Me*; and Latinx female students selected (51.3%) *Different from Me*. AA students selected (65.2%) *Different from Me* for item 42: I sometimes read to my parents. Latinx students also selected (69.2%) *Different from Me* for item 42. When talking to friends about reading, AA students selected (56.5%) *Different from Me*. In comparison, Latinx students selected (51.3%) *Like Me*. AA students responded with (52.2%) *Like Me* for telling their family about what they are reading; and Latinx students also responded with (61.5%) *Like Me*.

The second subcategory of social reasons for reading, competition, was also analyzed in African American and Latinx females. AA female students selected (87.0%) *Like Me* when answering item 1: I like being the best at reading. Latinx female students chose (56.4%) *Like Me* for item 1. AA students chose (56.5%) *Like Me* for item 9: I try to get more answers right than my friends. Latinx students chose (59.0%) *Like Me*. For item 41: I am willing to work hard to read better than my friends, AA students selected (73.9%) *Like Me*. In comparison, Latinx students selected (56.4%) *Different from Me*. AA female students responded with (65.2%) *Like Me* on the importance of seeing their names on a list of good readers, compared to Latinx female students, who responded with (53.8%) *Different from Me*. For item 49: I like being the only one who knows an answer in something we read, AA students selected (69.6%) *Like Me*. Latinx students selected (59.0%) *Different from Me*. When finishing reading work before other students, AA students responded with (69.6%) *Like Me*. In comparison, Latinx students responded with (64.1%) *Different from Me*.

The third subcategory of social reasons for reading addresses compliance. In response to item 23: I read because I have to, AA female students selected (56.5%) *Different from Me*, and Latinx students selected (56.4%) *Different from Me*. For item 34:

I do as little schoolwork as possible in reading, AA students responded with (65.2%) *Different from Me*. Latinx students responded with (74.4%) *Different from Me*. AA students responded with (82.6%) *Like Me* to item 36 which addresses the importance of finishing every reading assignment. Latinx students also selected (61.5%) *Like Me*. Of the AA female students assessed, students selected (78.3%) *Like Me*, for always trying to finish reading on time, and (78.3%) *Like Me*, for always doing reading work exactly as the teacher wants. In comparison, Latinx students chose (61.5%) *Like Me* for always trying to finish reading on time and (61.5%) *Like Me* for always doing reading work exactly as the teacher wants.

The final subcategory under social reasons for reading was reading work avoidance. For item 13: I don't like reading something when the words are too difficult, AA female students responded with (52.2%) *Like Me* and Latinx students responded with (59.0%) *Different from Me*. AA students selected (60.9%) *Different from Me*, in response to item 24: I don't like vocabulary questions. Latinx students selected (64.1%) *Different from Me* in response to item 24. AA Students responded to item 32: Complicated stories are no fun to read with (56.5%) *Like Me*. In comparison, Latinx students selected (61.5%) *Different from Me*. AA students responded to item 40: I don't like it when there are too many people in the story with (56.5%) *Different from Me*, and Latinx students selected (61.5%) *Different from Me*

**Combined total responses and student comparisons.** Social reasons for reading consist of four categories: social reasons for reading, reading competition, compliance, and reading work avoidance. AA and Latinx 9<sup>th</sup>-11<sup>th</sup> grade females responded to the social reasons for reading subcategory. African American females responded with (59.0%) *Different from Me*, and Latinx females responded with (64.1%) *Different from Me*. Responses to item 39 showed contrasting perceptions with AA females selecting

(69.6%) *Like Me*, and Latinx females (51.3%) *Different from Me*. Responses to item 45 also showed contrasting perceptions with AA females selecting (56.5%) *Different from Me*, and Latinx females (51.3%) *Like Me*.

For reading competition, AA and Latinx female student reading perceptions differed. AA students selected (70.3%) *Like Me*, and Latinx students selected (53.0%) *Different from Me*. Within this subcategory, several items showed contrasting views. Responses to item 41 showed contrasting perceptions with AA females selecting (73.1%) *Like Me*, and Latinx females (56.4%) *Different from Me*. For item 44, AA females selected (65.2%) *Like Me*, and Latinx females (53.8%) *Different from Me*. For item 49, AA females selected (69.6%) *Like Me*, and Latinx females (59.0%) *Different from Me*. Lastly, responses to item 52 showed contrasting perceptions with AA females selecting (69.6%) *Like Me*, and Latinx females (64.1%) *Different from Me*.

In the third subcategory, compliance, AA female students responded with (63.5%) *Like Me*. Latinx students selected (50.8%) *Like Me*. For the last subcategory, reading work avoidance, AA students responded with (52.2%) *Different from Me* and Latinx students responded with (61.5%) *Different from Me*. Contrasting reading perceptions were indicated for item 13 with AA students selected (52.2%) *Like Me*, and Latinx students (59.0%) *Different from Me*. For item 32, AA students chose (56.5%) *Like Me*, and Latinx students (61.5%) *Different from Me*. Overall combined, selected responses for social reasons for reading motivation, which includes all subcategories, for African American females was (55.3%) *Like Me*. In comparison, Latinx females who selected (57.2%) *Different from Me*. Tables 4.68 – 4.70 show data on student reading motivation perceptions for social reasons for reading, by gender.

Table 4.68

*Expanded Responses - Social Reasons Reading Perceptions of 9<sup>th</sup> –11<sup>th</sup> grade African American (AA) Students and Latinx Students By Gender (%)*

Survey Item		Very Different from Me	A Little Different from Me	A Little Like Me	A Lot Like Me
A. Social Reasons for Reading					
11. I visit the library often with my family	AA Male	66.7 (n = 8)	0.0 (n = 0)	16.7 (n = 2)	16.7 (n = 2)
	Latinx Male	64.0 (n = 16)	24.0 (n = 6)	12.0 (n = 3)	0.0 (n = 0)
	AA Female	43.5 (n = 10)	30.4 (n = 7)	26.1 (n = 6)	0.0 (n = 0)
	Latinx Female	61.5 (n = 24)	33.3 (n = 13)	5.1 (n = 2)	0.0 (n = 0)
26. I often read to my brother or my sister	AA Male	75.0 (n = 9)	0.0 (n = 0)	8.3 (n = 1)	16.7 (n = 2)
	Latinx Male	60.0 (n = 15)	32.0 (n = 8)	8.0 (n = 2)	0.0 (n = 0)
	AA Female	56.5 (n = 13)	13.0 (n = 3)	21.7 (n = 5)	8.7 (n = 2)
	Latinx Female	56.4 (n = 22)	20.5 (n = 8)	17.9 (n = 7)	5.1 (n = 2)
31. My friends and I like to trade things to read	AA Male	41.7 (n = 5)	16.7 (n = 2)	25.0 (n = 3)	16.7 (n = 2)
	Latinx Male	48.0 (n = 12)	32.0 (n = 8)	16.0 (n = 4)	4.0 (n = 1)
	AA Female	39.1 (n = 9)	30.4 (n = 7)	17.4 (n = 4)	13.0 (n = 3)

	Latinx Female	35.9 (n = 14)	33.3 (n = 13)	25.6 (n = 10)	5.1 (n = 2)
39. I like to help my friends with their schoolwork in reading	AA Male	16.7 (n = 2)	8.3 (n = 1)	16.7 (n = 2)	58.3 (n = 7)
	Latinx Male	20.0 (n = 5)	36.0 (n = 9)	28.0 (n = 7)	16.0 (n = 4)
	AA Female	17.4 (n = 4)	13.0 (n = 3)	39.1 (n = 9)	30.4 (n = 7)
	Latinx Female	23.1 (n = 9)	28.2 (n = 11)	28.2 (n = 11)	20.5 (n = 8)
42. I sometimes read to my parents	AA Male	50.0 (n = 6)	16.7 (n = 2)	8.3 (n = 1)	25.0 (n = 3)
	Latinx Male	64.0 (n = 16)	20.0 (n = 5)	16.0 (n = 4)	0.0 (n = 0)
	AA Female	47.8 (n = 11)	17.4 (n = 4)	26.1 (n = 6)	8.7 (n = 2)
	Latinx Female	41.0 (n = 16)	28.2 (n = 11)	20.5 (n = 8)	10.3 (n = 4)
45. I talk to my friends about what I am reading	AA Male	25.0 (n = 3)	8.3 (n = 1)	41.7 (n = 5)	25.0 (n = 3)
	Latinx Male	32.0 (n = 8)	40.0 (n = 10)	28.0 (n = 7)	0.0 (n = 0)
	AA Female	30.4 (n = 7)	26.1 (n = 6)	21.7 (n = 5)	21.7 (n = 5)
	Latinx Female	30.8 (n = 12)	17.9 (n = 7)	35.9 (n = 14)	15.4 (n = 6)
48. I like to tell my family about what I am reading	AA Male	33.3 (n = 4)	0.0 (n = 0)	25.0 (n = 3)	41.7 (n = 5)

	Latinx Male	32.0 (n = 8)	24.0 (n = 6)	24.0 (n = 6)	20.0 (n = 5)
	AA Female	26.1 (n = 6)	21.7 (n = 5)	21.7 (n = 5)	30.4 (n = 7)
	Latinx Female	17.9 (n = 7)	20.5 (n = 8)	35.9 (n = 14)	25.6 (n = 10)
<b>B.</b>					
<b>Competition in Reading</b>					
1. I like being the best at reading	AA Male	25.0 (n = 3)	41.7 (n = 5)	8.3 (n = 1)	25.0 (n = 3)
	Latinx Male	12.0 (n = 3)	24.0 (n = 6)	48.0 (n = 12)	16.0 (n = 4)
	AA Female	0.0 (n = 0)	13.0 (n = 3)	52.2 (n = 12)	34.8 (n = 8)
	Latinx Female	17.9 (n = 7)	25.6 (n = 10)	35.9 (n = 14)	20.5 (n = 8)
9. I try to get more answers right than my friends	AA Male	16.7 (n = 2)	8.3 (n = 1)	16.7 (n = 2)	58.3 (n = 7)
	Latinx Male	12.0 (n = 3)	12.0 (n = 3)	44.0 (n = 11)	32.0 (n = 8)
	AA Female	8.7 (n = 2)	34.8 (n = 8)	17.4 (n = 4)	39.1 (n = 9)
	Latinx Female	20.5 (n = 8)	20.5 (n = 8)	38.5 (n = 15)	20.5 (n = 8)
41. I am willing to work hard to read better than my friends	AA Male	16.7 (n = 2)	8.3 (n = 1)	33.3 (n = 4)	41.7 (n = 5)
	Latinx Male	24.0 (n = 6)	32.0 (n = 8)	32.0 (n = 8)	12.0 (n = 3)
	AA Female	8.7 (n = 2)	17.4 (n = 4)	47.8 (n = 11)	26.1 (n = 6)



44. It is important for me to see my name on a list of good readers	Latinx Female	25.6 (n = 10)	30.8 (n = 12)	28.2 (n = 11)	15.4 (n = 6)
	AA Male	25.0 (n = 3)	8.3 (n = 1)	8.3 (n = 1)	58.3 (n = 7)
	Latinx Male	16.0 (n = 4)	28.0 (n = 7)	48.0 (n = 12)	8.0 (n = 2)
	AA Female	17.4 (n = 4)	17.4 (n = 4)	21.7 (n = 5)	43.5 (n = 10)
49. I like being the only one who knows an answer in something we read	Latinx Female	30.8 (n = 12)	23.1 (n = 9)	25.6 (n = 10)	20.5 (n = 8)
	AA Male	25.0 (n = 3)	0.0 (n = 0)	33.3 (n = 4)	41.7 (n = 5)
	Latinx Male	16.0 (n = 4)	28.0 (n = 7)	28.0 (n = 7)	28.0 (n = 7)
	AA Female	4.3 (n = 1)	26.1 (n = 6)	30.4 (n = 7)	39.1 (n = 9)
52. I like to finish my reading before other students	Latinx Female	28.2 (n = 11)	30.8 (n = 12)	25.6 (n = 10)	15.4 (n = 6)
	AA Male	16.7 (n = 2)	16.7 (n = 2)	41.7 (n = 5)	25.0 (n = 3)
	Latinx Male	16.0 (n = 4)	32.0 (n = 8)	40.0 (n = 10)	12.0 (n = 3)
	AA Female	4.3 (n = 1)	26.1 (n = 6)	21.7 (n = 5)	47.8 (n = 11)
	Latinx Female	20.5 (n = 8)	43.6 (n = 17)	20.5 (n = 8)	15.4 (n = 6)

C.

Compliance

23. I read because I have to	AA Male	33.3 (n = 4)	8.3 (n = 1)	16.7 (n = 2)	41.7 (n = 5)
	Latinx Male	16.0 (n = 4)	28.0 (n = 7)	32.0 (n = 8)	24.0 (n = 6)
	AA Female	39.1 (n = 9)	17.4 (n = 4)	21.7 (n = 5)	21.7 (n = 5)
	Latinx Female	28.2 (n = 11)	28.2 (n = 11)	28.2 (n = 11)	15.4 (n = 6)
34. I do as little schoolwork as possible in reading	AA Male	41.7 (n = 5)	41.7 (n = 5)	8.3 (n = 1)	8.3 (n = 1)
	Latinx Male	20.0 (n = 5)	60.0 (n = 15)	12.0 (n = 3)	8.0 (n = 2)
	AA Female	39.1 (n = 9)	26.1 (n = 6)	17.4 (n = 4)	17.4 (n = 4)
	Latinx Female	30.8 (n = 12)	43.6 (n = 17)	17.9 (n = 7)	7.7 (n = 3)
36. Finishing every reading assignment is very important to me	AA Male	8.3 (n = 1)	16.7 (n = 2)	25.0 (n = 3)	50.0 (n = 6)
	Latinx Male	4.0 (n = 1)	28.0 (n = 7)	44.0 (n = 11)	24.0 (n = 6)
	AA Female	8.7 (n = 2)	8.7 (n = 2)	34.8 (n = 8)	47.8 (n = 11)
	Latinx Female	17.9 (n = 7)	20.5 (n = 8)	38.5 (n = 15)	23.1 (n = 9)
46. I always try to finish my reading on time	AA Male	8.3 (n = 1)	8.3 (n = 1)	33.3 (n = 4)	50.0 (n = 6)
	Latinx Male	4.0 (n = 1)	28.0 (n = 7)	48.0 (n = 12)	20.0 (n = 5)

	AA Female	13.0 (n = 3)	8.7 (n = 2)	30.4 (n = 7)	47.8 (n = 11)
	Latinx Female	15.4 (n = 6)	23.1 (n = 9)	43.6 (n = 17)	17.9 (n = 7)
51. I always do my reading work exactly as the teacher wants it	AA Male	16.7 (n = 2)	16.7 (n = 2)	16.7 (n = 2)	50.0 (n = 6)
	Latinx Male	8.0 (n = 2)	32.0 (n = 8)	32.0 (n = 8)	28.0 (n = 7)
	AA Female	4.3 (n = 1)	17.4 (n = 4)	39.1 (n = 9)	39.1 (n = 9)
	Latinx Female	15.4 (n = 6)	23.1 (n = 9)	41.0 (n = 16)	20.5 (n = 8)
D. Reading Work Avoidance					
13. I don't like reading something when the words are too difficult	AA Male	16.7 (n = 2)	25.0 (n = 3)	33.3 (n = 4)	25.0 (n = 3)
	Latinx Male	28.0 (n = 7)	36.0 (n = 9)	12.0 (n = 3)	24.0 (n = 6)
	AA Female	34.8 (n = 8)	13.0 (n = 3)	39.1 (n = 9)	13.0 (n = 3)
	Latinx Female	15.4 (n = 6)	43.6 (n = 17)	33.3 (n = 13)	7.7 (n = 3)
24. I don't like vocabulary questions	AA Male	33.3 (n = 4)	8.3 (n = 1)	25.0 (n = 3)	33.3 (n = 4)
	Latinx Male	20.0 (n = 5)	44.0 (n = 11)	20.0 (n = 5)	16.0 (n = 4)
	AA Female	26.1 (n = 6)	34.8 (n = 8)	26.1 (n = 6)	13.0 (n = 3)

	Latinx Female	23.1 (n = 9)	41.0 (n = 16)	23.1 (n = 9)	12.8 (n = 5)
32. Complicated stories are no fun to read	AA Male	33.3 (n = 4)	33.3 (n = 4)	16.7 (n = 2)	16.7 (n = 2)
	Latinx Male	20.0 (n = 5)	36.0 (n = 9)	28.0 (n = 7)	16.0 (n = 4)
	AA Female	21.7 (n = 5)	21.7 (n = 5)	26.1 (n = 6)	30.4 (n = 7)
	Latinx Female	17.9 (n = 7)	43.6 (n = 17)	25.6 (n = 10)	12.8 (n = 5)
40. I don't like it when there are too many people in the story	AA Male	41.7 (n = 5)	8.3 (n = 1)	8.3 (n = 1)	41.7 (n = 5)
	Latinx Male	32.0 (n = 8)	32.0 (n = 8)	16.0 (n = 4)	20.0 (n = 5)
	AA Female	39.1 (n = 9)	17.4 (n = 4)	21.7 (n = 5)	21.7 (n = 5)
	Latinx Female	30.8 (n = 12)	30.8 (n = 12)	23.1 (n = 9)	15.4 (n = 6)

Table 4.69

*Collapsed Responses - Social Reasons Reading Perceptions of 9<sup>th</sup> –11<sup>th</sup> grade African American (AA) and Latinx Students by Gender (%)*

Survey Item		Different from Me	Like Me
A. Social Reasons for Reading			
11. I visit the library often with my family	AA Male	66.7 (n = 8)	33.3 (n = 4)
	Latinx Male	88.0 (n = 22)	12.0 (n = 3)

	AA Female	73.9 (n = 17)	26.1 (n = 6)
	Latinx Female	94.9 (n = 37)	5.1 (n = 2)
26. I often read to my brother or my sister	AA Male	75.0 (n = 9)	25.0 (n = 3)
	Latinx Males	92.0 (n = 23)	8.0 (n = 2)
	AA Female	69.6 (n = 16)	30.4 (n = 7)
	Latinx Female	76.9 (n = 30)	23.1 (n = 9)
31. My friends and I like to trade things to read	AA Male	58.3 (n = 7)	41.7 (n = 5)
	Latinx Male	80.0 (n = 20)	20.0 (n = 5)
	AA Female	69.6 (n = 16)	30.4 (n = 7)
	Latinx Female	69.2 (n = 27)	30.8 (n = 12)
39. I like to help my friends with their schoolwork in reading	AA Male	25.0 (n = 3)	75.0 (n = 9)
	Latinx Male	56.0 (n = 14)	44.0 (n = 11)
	AA Female	30.4 (n = 7)	69.6 (n = 16)
	Latinx Female	51.3 (n = 20)	48.7 (n = 19)

42. I sometimes read to my parents	AA Male	66.7 (n = 8)	33.3 (n = 4)
	Latinx Male	84.0 (n = 21)	16.0 (n = 4)
	AA Female	65.2 (n = 15)	34.8 (n = 8)
	Latinx Female	69.2 (n = 27)	30.8 (n = 12)
45. I talk to my friends about what I am reading	AA Male	33.3 (n = 4)	66.7 (n = 8)
	Latinx Male	72.0 (n = 18)	28.0 (n = 7)
	AA Female	56.5 (n = 13)	43.5 (n = 10)
	Latinx Female	48.7 (n = 19)	51.3 (n = 20)
48. I like to tell my family about what I am reading	AA Male	33.3 (n = 4)	66.7 (n = 8)
	Latinx Male	56.0 (n = 14)	44.0 (n = 11)
	AA Female	47.8 (n = 11)	52.2 (n = 12)
	Latinx Female	38.5 (n = 15)	61.5 (n = 24)
B. Competition in Reading			
1. I like being the best at reading	AA Male	66.7 (n = 8)	33.3 (n = 4)
	Latinx Male	36.0 (n = 9)	64.0 (n = 16)

9. I try to get more answers right than my friends	AA Female	13.0 (n = 3)	87.0 (n = 20)
	Latinx Female	43.6 (n = 17)	56.4 (n = 22)
	AA Male	25.0 (n = 3)	75.0 (n = 9)
	Latinx Male	24.0 (n = 6)	76.0 (n = 19)
41. I am willing to work hard to read better than my friends	AA Female	43.5 (n = 10)	56.5 (n = 13)
	Latinx Female	41.0 (n = 16)	59.0 (n = 23)
	AA Male	25.0 (n = 3)	75.0 (n = 9)
	Latinx Male	56.0 (n = 14)	44.0 (n = 11)
44. It is important for me to see my name on a list of good readers	AA Female	26.1 (n = 6)	73.9 (n = 17)
	Latinx Female	56.4 (n = 22)	43.6 (n = 17)
	AA Male	33.3 (n = 4)	66.7 (n = 8)
	Latinx Male	44.0 (n = 11)	56.0 (n = 14)
	AA Female	34.8 (n = 8)	65.2 (n = 15)
	Latinx Female	53.8 (n = 21)	46.2 (n = 18)

49. I like being the only one who knows an answer in something we read	AA Male	25.0 (n = 3)	75.0 (n = 9)
	Latinx Male	44.0 (n = 11)	56.0 (n = 14)
	AA Female	30.4 (n = 7)	69.6 (n = 16)
	Latinx Female	59.0 (n = 23)	41.0 (n = 16)
52. I like to finish my reading before other students	AA Male	33.3 (n = 4)	66.7 (n = 8)
	Latinx Male	48.0 (n = 12)	52.0 (n = 13)
	AA Female	30.4 (n = 7)	69.6 (n = 16)
	Latinx Female	64.1 (n = 25)	35.9 (n = 14)
C. Compliance			
23. I read because I have to	AA Male	41.7 (n = 5)	58.3 (n = 7)
	Latinx Male	44.0 (n = 11)	56.0 (n = 14)
	AA Female	56.5 (n = 13)	43.5 (n = 10)
	Latinx Female	56.4 (n = 22)	43.6 (n = 17)
34. I do as little schoolwork as possible in reading	AA Male	83.3 (n = 10)	16.7 (n = 2)
	Latinx Male	80.0 (n = 20)	20.0 (n = 5)



36. Finishing every reading assignment is very important to me	AA Female	65.2 (n = 15)	34.8 (n = 8)
	Latinx Female	74.4 (n = 29)	25.6 (n = 10)
	AA Male	25.0 (n = 3)	75.0 (n = 9)
	Latinx Male	32.0 (n = 8)	68.0 (n = 17)
46. I always try to finish my reading on time	AA Female	17.4 (n = 4)	82.6 (n = 19)
	Latinx Female	38.5 (n = 15)	61.5 (n = 24)
	AA Male	16.7 (n = 2)	83.3 (n = 10)
	Latinx Male	32.0 (n = 8)	68.0 (n = 17)
51. I always do my reading work exactly as the teacher wants it	AA Female	21.7 (n = 5)	78.3 (n = 18)
	Latinx Female	38.5 (n = 15)	61.5 (n = 24)
	AA Male	33.3 (n = 4)	66.7 (n = 8)
	Latinx Male	40.0 (n = 10)	60.0 (n = 15)
	AA Female	21.7 (n = 5)	78.3 (n = 18)
	Latinx Female	38.5 (n = 15)	61.5 (n = 24)

D.  
Reading  
Work  
Avoidance

13. I don't like reading something when the words are too difficult	AA Male	41.7 (n = 5)	58.3 (n = 7)
	Latinx Male	64.0 (n = 16)	36.0 (n = 9)
	AA Female	47.8 (n = 11)	52.2 (n = 12)
	Latinx Female	59.0 (n = 23)	41.0 (n = 16)
24. I don't like vocabulary questions	AA Male	41.7 (n = 5)	58.3 (n = 7)
	Latinx Male	64.0 (n = 16)	36.0 (n = 9)
	AA Female	60.9 (n = 14)	39.1 (n = 9)
	Latinx Female	64.1 (n = 25)	35.9 (n = 14)
32. Complicated stories are no fun to read	AA Male	66.7 (n = 8)	33.3 (n = 4)
	Latinx Males	56.0 (n = 14)	44.0 (n = 11)
	AA Female	43.5 (n = 10)	56.5 (n = 13)
	Latinx Females	61.5 (n = 24)	38.5 (n = 15)
40. I don't like it when there are too many people in the story	AA Male	50.0 (n = 6)	50.0 (n = 6)

Latinx Males	64.0 (n = 16)	36.0 (n = 9)
AA Female	56.5 (n = 13)	43.5 (n = 10)
Latinx Female	61.5 (n = 24)	38.5 (n = 15)

Table 4.70

*Collapsed Responses – Combined Total Responses of Social Reasons Reading Perceptions in 9<sup>th</sup>–11<sup>th</sup> grade African American (AA) and Latinx Students by Gender (%)*

Combined Survey Items		Different from Me	Like Me
A. Social Reasons for Reading (Questions 11, 26, 31, 39, 42, 45, 48)			
	AA Male	51.2 (n = 43)	48.8 (n = 41)
	Latinx Male	75.4 (n = 132)	24.6 (n = 43)
	AA Female	59.0 (n = 95)	41.0 (n = 66)
	Latinx Female	64.1 (n = 175)	35.9 (n = 86)
B. Competition (Questions 1, 9, 41, 44, 49, 52)			
	AA Male	34.7 (n = 25)	65.3 (n = 47)
	Latinx Male	42.0 (n = 63)	58.0 (n = 87)
	AA Female	29.7 (n = 41)	70.3 (n = 97)
	Latinx Female	53.0 (n = 124)	47.0 (n = 110)

C. Compliance  
(Questions 23, 34, 36, 46, 51)

AA Male	40.0 (n = 24)	60.0 (n = 36)
Latinx Male	45.6 (n = 57)	54.4 (n = 68)
AA Female	36.5 (n = 42)	63.5 (n = 73)
Latinx Female	49.2 (n = 96)	50.8 (n = 99)

D. Reading Work  
Avoidance (Questions 13, 24, 32, 40)

AA Male	50.0 (n = 24)	50.0 (n = 24)
Latinx Male	62.0 (n = 62)	38.0 (n = 38)
AA Female	52.2 (n = 48)	47.8 (n = 44)
Latinx Female	61.5 (n = 96)	38.5 (n = 60)

E. Social Reasons for Reading (Social Reasons for Reading, Competition,  
Compliance, Reading Work Avoidance)

AA Male	43.9 (n = 116)	56.1 (n = 148)
Latinx Male	57.1 (n = 314)	42.9 (n = 236)
AA Female	44.7 (n = 226)	55.3 (n = 280)
Latinx Female	57.2 (n = 491)	42.8 (n = 367)

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## Social Reasons for Reading by Grade Level

**Grade 9.** Ninth grade AA and Latinx responses were analyzed for social reasons for reading, a sub reading motivation category. AA students selected (76.5%) *Different from Me*, Latinx (91.4%) *Different from Me* when answering item 11: I visit the library often with my family. AA students also selected (76.5%) *Different from Me*, in response to reading to a brother or sister, and students also responded with (64.7%) *Very Different from Me*, in response to trading things to read with friends. Latinx students also selected (77.1%) *Different from Me*, in response to reading to a brother or sister, and students also responded with (74.3%) *Different from Me*, in response to trading things to read with friends. For item 39: I like to help my friends with their schoolwork in reading, AA students selected (64.7%) *Like Me*, and Latinx students selected (57.1%) *Like Me*. Grade 9 AA students selected (70.6%) *Different from Me* for item 42: I sometimes read to my parents. Latinx students chose (85.7%) *Different from Me*. When talking to friends about reading, AA students chose (52.9%) *Different from Me* and students selected (58.8%) *Like Me* when telling their family about what they are reading. Latinx students chose (54.3%) *Different from Me* and selected (54.3%) *Like Me* when telling their family about what they are reading.

The second subcategory of social reasons for reading, competition, was also assessed. Ninth grade AA students selected (64.7%) *Like Me*, Latinx (57.1%) *Like Me* when answering item 1: I like being the best at reading. AA students chose (52.9%) *Different from Me*, in comparison to Latinx students who chose (62.9%) *Like Me*, for item 9: I try to get more answers right than my friends. For item 41: I am willing to work hard to read better than my friends, AA students selected (70.6%) *Like Me*, and Latinx students selected (62.9%) *Different from Me*. AA students responded with (52.9%) *Like Me*, and Latinx students (51.4%) *Different from Me*, on the importance of seeing their

names on a list of good readers. For item 49: I like being the only one who knows an answer in something we read, AA students selected (64.7%) *Like Me*, and Latinx students chose (57.1%) *Different from Me*. When finishing reading work before other students, AA students responded with (64.7%) *Like Me*, and Latinx students (62.9%) *Different from Me*.

The third subcategory of social reasons for reading addresses compliance. Grade 9 students AA students selected (52.9%) *Different from Me* for reading because they have to. Latinx students also chose (54.3%) *Different from Me*. In response to doing as little schoolwork as possible in reading, AA students responded with (64.7%) *Different from Me*, Latinx students (82.9%) *Different from Me*. AA Students responded with (82.4%) *Like Me*, and Latinx students (62.9%) *Like Me*, to item 36 which addresses the importance of finishing every reading assignment. AA Students selected (70.6%) *Like Me* for always try to finish reading on time. Latinx students chose (65.7%) *Like Me*. For item 51: I always do work exactly as the teacher wants it, AA students responded with (58.8%) *Like Me*, Latinx (71.4%) *Like Me*.

The final subcategory under social reasons for reading is reading work avoidance. For item 13: I don't like reading something when the words are too difficult, AA students responded with (64.7%) *Like Me*. In comparison, Latinx students chose (62.9%) *Different from Me*. AA Students selected (52.9%) *Different from Me*, Latinx students (54.3%) *Different from Me*, in response to item 24: I don't like vocabulary questions. AA students responded to item 32: Complicated stories are no fun to read with (52.9%) *Different from Me*, and Latinx students (60.0%) *Different from Me*. Responses to item 40: I don't like it when there are too many people in the story, were (64.7%) *Different from Me* for AA students, and (65.7%) *Different from Me*, for Latinx students.

**Grade 10.** Tenth grade African American (AA) and Latinx student responses were also analyzed under social reasons for reading, a sub reading motivation category. AA students selected (60.0%) *Very Different from Me*, and Latinx (94.7%) *Different from Me* when answering item 11: I visit the library often with my family. AA students selected (70.0%) *Different from Me*, Latinx students (94.7%) *Different from Me*, in response to reading to a brother or sister. Students also responded with (80.0%) *Different from Me*, for AA students, and (78.9%) *Different from Me*, for Latinx students, in response to trading things to read with friends. For item 39: I like to help my friends with their schoolwork in reading, AA students selected (70.0%) *Like Me*, in comparison to Latinx students who chose (63.2%) *Different from Me*. AA Students selected (60.0%) *Different from Me*, and Latinx students (52.6%) *Different from Me*, for item 42: I sometimes read to my parents. When talking to friends about reading, AA student responses were equally split with (50.0%) *Different from Me* and (50.0%) *Like Me*. Latinx students chose (57.9%) *Different from Me*. AA Students responded with (60.0%) *Like Me* for telling their family about what they are reading, and Latinx students chose (63.2%) *Like Me*.

The second subcategory of social reasons for reading, competition, was also assessed in African American (AA) and Latinx 10<sup>th</sup> graders. AA students selected (80.0%) *Like Me*, Latinx students (78.9%) *Like Me*, when answering item 1: I like being the best at reading. AA students chose (70.0%) *Like Me*, Latinx students (73.7%) *Like Me* for item 9: I try to get more answers right than my friends. For item 41: I am willing to work hard to read better than my friends, AA students selected (70.0%) *Like Me* and Latinx students chose (52.6%) *Like Me*. AA Students responded with (80.0%) *Like Me* on the importance of seeing their names on a list of good readers. Latinx students selected (57.9%) *Like Me*. For item 49: I like being the only one who knows an answer in

something we read, AA students selected (80.0%) *Like Me*, while Latinx students chose (57.9%) *Different from Me*. When finishing reading work before other students, AA students responded with (90.0%) *Like Me*, and Latinx students (57.9%) *Like Me*.

The third subcategory of social reasons for reading addresses compliance. In response to item 23: I read because I have to, AA student responses were equally divided with (50.0%) *Different from Me* and (50.0%) *Like Me*. Latinx students chose (52.6%) *Like Me*. For item 34: I do as little schoolwork as possible in reading, AA students responded with (80.0%) *Different from Me*, Latinx students (79.0%) *Different from Me*. AA Students responded with (80.0%) *Like Me*, Latinx students (68.4%) *Like Me*, to item 36 which addresses the importance of finishing every reading assignment. AA students selected (90.0%) *Like Me* for always try to finish reading on time. Latinx students chose (73.7%) *Like Me*. For item 51: I always do work exactly as the teacher wants it, AA students also responded with (90.0%) *Like Me*. In comparison, Latinx students chose (52.6%) *Different from Me*.

The final subcategory under social reasons for reading is reading work avoidance. For item 13: I don't like reading something when the words are too difficult, AA students responded with (60.0%) *Different from Me*. Latinx students selected (57.9%) *Different from Me*. AA students also selected (70.0%) *Different from Me*, and Latinx students (84.2%) *Different from Me*, in response to item 24: I don't like vocabulary questions. AA students responded to item 32: Complicated stories are no fun to read with (60.0%) *Different from Me*, and Latinx students (63.2%) *Different from Me*. AA students responded equally to item 40: I don't like it when there are too many people in the story with (50.0%) *Different from Me* and (50.0%) *Like Me*. Latinx students chose (57.9%) *Different from Me*.



**Grade 11.** Eleventh grade African American (AA) and Latinx responses were also analyzed under social reasons for reading. AA students selected (75.0%) *Different from Me*, Latinx students (90.0%) *Different from Me*, when answering item 11: I visit the library often with my family. AA students selected (62.5%) *Different from Me*, in response to reading to a brother or sister. Latinx students responded with (90.0%) *Different from Me*. AA Students responded equally with (50.0%) *Different from Me*, and (50.0%) *Like Me*; Latinx students (60.0%) *Different from Me*, in response to trading things to read with friends. For item 39: I like to help my friends with their schoolwork in reading, AA students selected (87.5%) *Like Me*, while Latinx students chose (70.0%) *Different from Me*. AA students selected (62.5%) *Different from Me* for item 42: I sometimes read to my parents. Latinx students selected (80.0%) *Different from Me*. When talking to friends about reading, AA students responded with (62.5%) *Like Me*, and Latinx students responded with (70.0%) *Different from Me*. AA students responded with (50.0%) *Different from Me* and (50.0%) *Like Me*; and Latinx students with (60.0%) *Different from Me*, for telling their family about what they are reading.

The second subcategory of social reasons for reading, competition, was also assessed in African Americans (AA) and Latinx students. AA students selected (62.5%) *Like Me* when answering item 1: I like being the best at reading; and Latinx students chose (70.0%) *Different from Me*. AA students responded with (87.5%) *Like Me* for item 9: I try to get more answers right than my friends. Latinx students also chose (60.0%) *Like Me*. For item 41: I am willing to work hard to read better than my friends, AA students selected (87.5%) *Like Me*, and Latinx students selected (50.0%) *Different from Me*, and (50.0%) *Like Me*. AA students responded with (75.0%) *Like Me* on the importance of seeing their names on a list of good readers. Latinx students chose (60.0%) *Different from Me*. For item 49: I like being the only one who knows an answer in

something we read, AA students selected (75.0%) *Like Me*, Latinx students chose (70.0%) *Like Me*. When finishing reading work before other students, AA students responded equally with (50.0%) *Different from Me* and (50.0%) *Like Me*. Latinx students responded with (70.0%) *Different from Me*

The third subcategory of social reasons for reading addresses compliance. In response to item 23: I read because I have to, AA students equally selected (50.0%) *Different from Me* and (50.0%) *Like Me*. Latinx students also equally selected (50.0%) *Different from Me* and (50.0%) *Like Me*. For item 34: I do as little schoolwork as possible in reading, AA students responded with (75.0%) *Different from Me*. Latinx students equally responded with (50.0%) *Different from Me* and (50.0%) *Like Me*. AA students responded with (75.0%) *Like Me*, Latinx students also chose (60.0%) *Like Me*, for item 36 which addresses the importance of finishing every reading assignment. AA students selected (87.5%) *Like Me* for always try to finish reading on time, and Latinx students selected (60.0%) *Different from Me*. For item 51: I always do work exactly as the teacher wants it, AA students also responded with (87.5%) *Like Me*. Latinx students equally selected (50.0%) *Different from Me* and (50.0%) *Like Me*.

The final subcategory under social reasons for reading is reading work avoidance. For item 13: I don't like reading something when the words are too difficult, AA students responded equally with (50.0%) *Different from Me* and (50.0%) *Like Me*. Latinx students responded with (60.0%) *Different from Me*. AA Students selected (62.5%) *Like Me*, Latinx students selected (60.0%) *Different from Me*, in response to item 24: I don't like vocabulary questions. Students responded to item 32: Complicated stories are no fun to read with (62.5%) *Like Me*, for AA students, and Latinx students equally selected (50.0%) *Different from Me* and (50.0%) *Like Me*. Students responded to item 40: I don't

like it when there are too many people in the story with (62.5%) *Like Me*. Latinx students selected (60.0%) *Different from Me*.

**Combined total responses and student comparisons.** Social reasons for reading consist of four subcategories: social reasons for reading, competition, compliance, and reading work avoidance. Relating to social reasons for reading, grade 9 African American and Latinx combined total responses were (59.7%) *Different from Me*, and (67.3%) *Different from Me*, respectively. Grade 10 total responses were (55.7%) *Different from Me*, for AA students, and (68.4%) *Different from Me* for Latinx students. Responses to item 39 indicated contrasting perceptions with AA 10<sup>th</sup> graders selecting (70.0%) *Like Me*, and Latinx 10<sup>th</sup> Grades (63.2%) *Different from Me*. Grade 11 total responses were (50.0%) *Different from Me*, and (50.0%) *Like Me*, for AA students. Latinx students chose (74.3%) *Different from Me*. Responses to item 39 indicated contrasting perceptions with AA 11<sup>th</sup> graders selecting (87.5%) *Like Me*, and Latinx 11<sup>th</sup> graders (70.0%) *Different from Me*. Responses to item 45 also indicated contrasting reading perceptions with AA 11<sup>th</sup> graders selecting (62.5%) *Like Me*, and Latinx 11<sup>th</sup> graders (70.0%) *Different from Me*.

For reading competition, grade 9 students selected (60.8%) *Like Me*, for AA students, while Latinx 9<sup>th</sup> grade students chose (52.4%) *Different from Me*. Responses to several items indicated contrasting reading perceptions between AA and Latinx 9<sup>th</sup> graders. For item 9, AA 9<sup>th</sup> graders selected (52.9%) *Different from Me*, and Latinx 9<sup>th</sup> graders (62.9%) *Like Me*. For item 41, AA 9<sup>th</sup> graders selected (70.6%) *Like Me*, and Latinx 9<sup>th</sup> graders (62.9%) *Different from Me*. Relating to item 44, AA 9<sup>th</sup> graders selected (52.9%) *Like Me*, and Latinx 9<sup>th</sup> graders (51.4%) *Different from Me*. For item 49, AA 9<sup>th</sup> graders selected (64.7%) *Like Me*, and Latinx 9<sup>th</sup> graders (57.1%) *Different from*

*Me*. Lastly, for item 52, AA 9<sup>th</sup> graders selected (64.7%) *Like Me*, and Latinx 9<sup>th</sup> graders (62.9%) *Different from Me*.

Total combined responses under competition for grade 10 students were (78.3%) *Like Me*, for AA students, while Latinx 10<sup>th</sup> grade students chose (60.5%) *Like Me*. Responses to item 49 indicated contrasting reading perceptions between AA and Latinx 10<sup>th</sup> graders. AA 10<sup>th</sup> graders selected (80.0%) *Like Me*, and Latinx 10<sup>th</sup> graders (57.9%) *Different from Me*.

Total combined responses in competition for 11<sup>th</sup> graders were (72.9%) *Like Me*, for AA students, and (53.3%) *Different from Me*, for Latinx students. Responses to several items indicated contrasting reading perceptions between AA and Latinx 11<sup>th</sup> graders. For item 1, AA 11<sup>th</sup> graders selected (62.5%) *Like Me*, and Latinx 11<sup>th</sup> graders (70.0%) *Different from Me*. For item 41, AA 11<sup>th</sup> graders selected (87.5%) *Like Me*, and Latinx 11<sup>th</sup> graders responded equally with (50.0%) *Different from Me*, and (50.0%) *Like Me*. Relating to item 44, AA 11<sup>th</sup> graders selected (75.0%) *Like Me*, and Latinx 11<sup>th</sup> graders (60.0%) *Different from Me*. Lastly, for item 52, AA grade 11 students responded equally with (50.0%) *Different from Me*, and (50.0%) *Like Me*. Latinx grade 11 students responded with (70.0%) *Different from Me*.

In the third subcategory, compliance, AA 9<sup>th</sup> grade students responded with (58.8%) *Like Me*, and Latinx 9<sup>th</sup> grade students selected (52.6%) *Like Me*. For Grade 10 students, AA selected (66.0%) *Like Me*, and Latinx students (52.6%) *Like Me*. Responses for grade 10 indicated different reading perceptions for item 51. AA students chose (90.0%) *Like Me*, and Latinx students selected (52.6%) *Different from Me*. For 11<sup>th</sup> grade students, total combined responses were (65.0%) *Like Me*. Latinx students equally selected (50.0%) *Different from Me*, and (50.0%) *Like Me*. Responses for grade 11

indicated different reading perceptions for item 46. AA students chose (87.5%) *Like Me*, and Latinx students selected (60.0%) *Different from Me*.

For the last subcategory, reading work avoidance, AA grade 9 students responded with (51.5%) *Different from Me*, and Latinx students (60.7%) *Different from Me*. Responses for grade 9 indicated different reading perceptions for item 13. AA students chose (64.7%) *Like Me*, and Latinx students selected (62.9%) *Different from Me*. Total combined item responses for grade 10 students was (60.0%) *Different from Me*, for AA students, and (65.8%) *Different from Me*, for Latinx students. Total combined item responses for 11<sup>th</sup> grade students were (59.4%) *Like Me* for AA students, and (57.5%) *Different from Me*, for Latinx students. Responses for grade 11 indicated different reading perceptions for item 24. AA students chose (62.5%) *Like Me*, and Latinx students selected (60.0%) *Different from Me*. Responses to item 40 also showed contrasting views with grade 11 AA students selecting (62.5%) *Like Me*, and (60.0%) *Different from Me*, for grade 11 Latinx students.

Overall combined, responses for social reasons for reading, including all subcategories, for grade 9 students was (51.6%) *Like Me* for AA, and (57.5%) *Different from Me*, for Latinx students. For 10<sup>th</sup> grade students totals, AA selected (57.7%) *Like Me*, and Latinx students chose (55.3%) *Different from Me*. Lastly, for 11<sup>th</sup> graders, AA students chose (61.4%) *Like Me*, and Latinx students chose (60.0%) *Different from Me*. Tables 4.71 – 4.73 show data on student reading perceptions of social reasons for reading, by grade level.

Table 4.71

*Expanded Responses - Social Reasons Reading Perceptions of 9<sup>th</sup> –11<sup>th</sup> grade African American (AA) and Latinx Students by Grade Level (%)*

Survey Item		Very Different from Me	A Little Different from Me	A Little Like Me	A Lot Like Me
A. Social Reasons for Reading					
11. I visit the library often with my family	AA 9 <sup>th</sup> Grade	52.9 (n = 9)	23.5 (n = 4)	17.6 (n = 3)	5.9 (n = 1)
	Latinx 9 <sup>th</sup> Grade	60.0 (n = 21)	31.4 (n = 11)	8.6 (n = 3)	0.0 (n = 0)
	AA 10 <sup>th</sup> Grade	30.0 (n = 3)	30.0 (n = 3)	40.0 (n = 4)	0.0 (n = 0)
	Latinx 10 <sup>th</sup> Grade	73.7 (n = 14)	21.1 (n = 4)	5.3 (n = 1)	0.0 (n = 0)
	AA 11 <sup>th</sup> Grade	75.0 (n = 6)	0.0 (n = 0)	12.5 (n = 1)	12.5 (n = 1)
	Latinx 11 <sup>th</sup> Grade	50.0 (n = 5)	40.0 (n = 4)	10.0 (n = 1)	0.0 (n = 0)
26. I often read to my brother or my sister	AA 9 <sup>th</sup> Grade	64.7 (n = 11)	11.8 (n = 2)	17.6 (n = 3)	5.9 (n = 1)
	Latinx 9 <sup>th</sup> Grade	54.3 (n = 19)	22.9 (n = 8)	20.0 (n = 7)	2.9 (n = 1)

	AA 10 <sup>th</sup> Grade	60.0 (n = 6)	10.0 (n = 1)	20.0 (n = 2)	10.0 (n = 1)
	Latinx 10 <sup>th</sup> Grade	52.6 (n = 10)	42.1 (n = 8)	5.3 (n = 1)	0.0 (n = 0)
	AA 11 <sup>th</sup> Grade	62.5 (n = 5)	0.0 (n = 0)	12.5 (n = 1)	25.0 (n = 2)
	Latinx 11 <sup>th</sup> Grade	80.0 (n = 8)	10.0 (n = 1)	10.0 (n = 1)	0.0 (n = 0)
31. My friends and I like to trade things to read	AA 9 <sup>th</sup> Grade	47.1 (n = 8)	17.6 (n = 3)	23.5 (n = 4)	11.8 (n = 2)
	Latinx 9 <sup>th</sup> Grade	40.0 (n = 14)	34.3 (n = 12)	20.0 (n = 7)	5.7 (n = 2)
	AA 10 <sup>th</sup> Grade	30.0 (n = 3)	50.0 (n = 5)	10.0 (n = 1)	10.0 (n = 1)
	Latinx 10 <sup>th</sup> Grade	42.1 (n = 8)	36.8 (n = 7)	21.1 (n = 4)	0.0 (n = -)
	AA 11 <sup>th</sup> Grade	37.5 (n = 3)	12.5 (n = 1)	25.0 (n = 2)	25.0 (n = 2)
	Latinx 11 <sup>th</sup> Grade	40.0 (n = 4)	20.0 (n = 2)	30.0 (n = 3)	10.0 (n = 1)
39. I like to help my friends with their schoolwork in reading	AA 9 <sup>th</sup> Grade	23.5 (n = 4)	11.8 (n = 2)	35.3 (n = 6)	29.4 (n = 5)

42. I sometimes read to my parents	Latinx 9 <sup>th</sup> Grade	25.7 (n = 9)	17.1 (n = 6)	34.3 (n = 12)	22.9 (n = 8)
	AA 10 <sup>th</sup> Grade	10.0 (n = 1)	20.0 (n = 2)	50.0 (n = 5)	20.0 (n = 2)
	Latinx 10 <sup>th</sup> Grade	10.5 (n = 2)	52.6 (n = 10)	21.1 (n = 4)	15.8 (n = 3)
	AA 11 <sup>th</sup> Grade	12.5 (n = 1)	0.0 (n = 0)	0.0 (n = 0)	87.5 (n = 7)
	Latinx 11 <sup>th</sup> Grade	30.0 (n = 3)	40.0 (n = 4)	20.0 (n = 2)	10.0 (n = 1)
	AA 9 <sup>th</sup> Grade	52.9 (n = 9)	17.6 (n = 3)	17.6 (n = 3)	11.8 (n = 2)
	Latinx 9 <sup>th</sup> Grade	54.3 (n = 19)	31.4 (n = 11)	11.4 (n = 4)	2.9 (n = 1)
	AA 10 <sup>th</sup> Grade	40.0 (n = 4)	20.0 (n = 2)	30.0 (n = 3)	10.0 (n = 1)
	Latinx 10 <sup>th</sup> Grade	31.6 (n = 6)	21.1 (n = 4)	42.1 (n = 8)	5.3 (n = 1)
	AA 11 <sup>th</sup> Grade	50.0 (n = 4)	12.5 (n = 1)	12.5 (n = 1)	25.0 (n = 2)
	Latinx 11 <sup>th</sup> Grade	70.0 (n = 7)	10.0 (n = 1)	20.0 (n = 2)	0.0 (n = 0)



45. I talk to my friends  
about what I am  
reading

AA 9 <sup>th</sup> Grade	29.4 (n = 5)	23.5 (n = 4)	29.4 (n = 5)	17.6 (n = 3)
Latinx 9 <sup>th</sup> Grade	40.0 (n = 14)	14.3 (n = 5)	37.1 (n = 13)	8.6 (n = 3)
AA 10 <sup>th</sup> Grade	30.0 (n = 3)	20.0 (n = 2)	20.0 (n = 2)	30.0 (n = 3)
Latinx 10 <sup>th</sup> Grade	21.1 (n = 4)	36.8 (n = 7)	36.8 (n = 7)	5.3 (n = 1)
AA 11 <sup>th</sup> Grade	25.0 (n = 2)	12.5 (n = 1)	37.5 (n = 3)	25.0 (n = 2)
Latinx 11 <sup>th</sup> Grade	20.0 (n = 2)	50.0 (n = 5)	10.0 (n = 1)	20.0 (n = 2)

48. I like to tell my  
family about what I am  
reading

AA 9 <sup>th</sup> Grade	29.4 (n = 5)	11.8 (n = 2)	23.5 (n = 4)	35.3 (n = 6)
Latinx 9 <sup>th</sup> Grade	28.6 (n = 10)	17.1 (n = 6)	28.6 (n = 10)	25.7 (n = 9)
AA 10 <sup>th</sup> Grade	30.0 (n = 3)	10.0 (n = 1)	20.0 (n = 2)	40.0 (n = 4)
Latinx 10 <sup>th</sup> Grade	10.5 (n = 2)	26.3 (n = 5)	36.8 (n = 7)	26.3 (n = 5)
AA 11 <sup>th</sup> Grade	25.0 (n = 2)	25.0 (n = 2)	25.0 (n = 2)	25.0 (n = 2)

B. Competition in Reading 1. I like being the best at reading	Latinx 11 <sup>th</sup> Grade	30.0 (n = 3)	30.0 (n = 3)	30.0 (n = 3)	10.0 (n = 1)
	AA 9 <sup>th</sup> Grade	11.8 (n = 2)	23.5 (n = 4)	52.9 (n = 9)	11.8 (n = 2)
	Latinx 9 <sup>th</sup> Grade	22.9 (n = 8)	20.0 (n = 7)	34.3 (n = 12)	22.9 (n = 8)
	AA 10 <sup>th</sup> Grade	0.0 (n = 0)	20.0 (n = 2)	20.0 (n = 2)	60.0 (n = 6)
	Latinx 10 <sup>th</sup> Grade	0.0 (n = 0)	21.1 (n = 4)	63.2 (n = 12)	15.8 (n = 3)
	AA 11 <sup>th</sup> Grade	12.5 (n = 1)	25.0 (n = 2)	25.0 (n = 2)	37.5 (n = 3)
	Latinx 11 <sup>th</sup> Grade	20.0 (n = 2)	50.0 (n = 5)	20.0 (n = 2)	10.0 (n = 1)
	AA 9 <sup>th</sup> Grade	11.8 (n = 2)	41.2 (n = 7)	23.5 (n = 4)	23.5 (n = 4)
	Latinx 9 <sup>th</sup> Grade	20.0 (n = 7)	17.1 (n = 6)	40.0 (n = 14)	22.9 (n = 8)
	AA 10 <sup>th</sup> Grade	10.0 (n = 1)	20.0 (n = 2)	10.0 (n = 1)	60.0 (n = 6)
9. I try to get more answers right than my friends					

41. I am willing to work hard to read better than my friends	Latinx 10 <sup>th</sup> Grade	10.5 (n = 2)	15.8 (n = 3)	42.1 (n = 8)	31.6 (n = 6)
	AA 11 <sup>th</sup> Grade	12.5 (n = 1)	0.0 (n = 0)	12.5 (n = 1)	75.0 (n = 6)
	Latinx 11 <sup>th</sup> Grade	20.0 (n = 2)	20.0 (n = 2)	40.0 (n = 4)	20.0 (n = 2)
	AA 9 <sup>th</sup> Grade	11.8 (n = 2)	17.6 (n = 3)	58.8 (n = 10)	11.8 (n = 2)
	Latinx 9 <sup>th</sup> Grade	31.4 (n = 11)	31.4 (n = 11)	25.7 (n = 9)	11.4 (n = 4)
	AA 10 <sup>th</sup> Grade	20.0 (n = 2)	10.0 (n = 1)	40.0 (n = 4)	30.0 (n = 3)
	Latinx 10 <sup>th</sup> Grade	15.8 (n = 3)	31.6 (n = 6)	36.8 (n = 7)	15.8 (n = 3)
	AA 11 <sup>th</sup> Grade	0.0 (n = 0)	12.5 (n = 1)	12.5 (n = 1)	75.0 (n = 6)
	Latinx 11 <sup>th</sup> Grade	20.0 (n = 2)	30.0 (n = 3)	30.0 (n = 3)	20.0 (n = 2)
	AA 9 <sup>th</sup> Grade	23.5 (n = 4)	23.5 (n = 4)	11.8 (n = 2)	41.2 (n = 7)
44. It is important for me to see my name on a list of good readers	Latinx 9 <sup>th</sup> Grade	28.6 (n = 10)	22.9 (n = 8)	28.6 (n = 10)	20.0 (n = 7)

49. I like being the only one who knows an answer in something we read	AA 10 <sup>th</sup> Grade	20.0 (n = 2)	0.0 (n = 0)	30.0 (n = 3)	50.0 (n = 5)
	Latinx 10 <sup>th</sup> Grade	15.8 (n = 3)	26.3 (n = 5)	47.4 (n = 9)	10.5 (n = 2)
	AA 11 <sup>th</sup> Grade	12.5 (n = 1)	12.5 (n = 1)	12.5 (n = 1)	62.5 (n = 5)
	Latinx 11 <sup>th</sup> Grade	30.0 (n = 3)	30.0 (n = 3)	30.0 (n = 3)	10.0 (n = 1)
	AA 9 <sup>th</sup> Grade	11.8 (n = 2)	23.5 (n = 4)	35.3 (n = 6)	29.4 (n = 5)
	Latinx 9 <sup>th</sup> Grade	28.6 (n = 10)	28.6 (n = 10)	20.0 (n = 7)	22.9 (n = 8)
	AA 10 <sup>th</sup> Grade	10.0 (n = 1)	10.0 (n = 1)	30.0 (n = 3)	50.0 (n = 5)
	Latinx 10 <sup>th</sup> Grade	21.1 (n = 4)	36.8 (n = 7)	31.6 (n = 6)	10.5 (n = 2)
	AA 11 <sup>th</sup> Grade	12.5 (n = 1)	12.5 (n = 1)	25.0 (n = 2)	50.0 (n = 4)
	Latinx 11 <sup>th</sup> Grade	10.0 (n = 1)	20.0 (n = 2)	40.0 (n = 4)	30.0 (n = 3)
52. I like to finish my reading before other students	AA 9 <sup>th</sup> Grade	5.9 (n = 1)	29.4 (n = 5)	35.3 (n = 6)	29.4 (n = 5)

	Latinx 9 <sup>th</sup> Grade	17.1 (n = 6)	45.7 (n = 16)	22.9 (n = 8)	14.3 (n = 5)
	AA 10 <sup>th</sup> Grade	0.0 (n = 0)	10.0 (n = 1)	30.0 (n = 3)	60.0 (n = 6)
	Latinx 10 <sup>th</sup> Grade	15.8 (n = 3)	26.3 (n = 5)	47.4 (n = 9)	10.5 (n = 2)
	AA 11 <sup>th</sup> Grade	25.0 (n = 2)	25.0 (n = 2)	12.5 (n = 1)	37.5 (n = 3)
	Latinx 11 <sup>th</sup> Grade	30.0 (n = 3)	40.0 (n = 4)	10.0 (n = 1)	20.0 (n = 2)
C. Compliance					
23. I read because I have to	AA 9 <sup>th</sup> Grade	35.3 (n = 6)	17.6 (n = 3)	17.6 (n = 3)	29.4 (n = 5)
	Latinx 9 <sup>th</sup> Grade	22.9 (n = 8)	31.4 (n = 11)	22.9 (n = 8)	22.9 (n = 8)
	AA 10 <sup>th</sup> Grade	30.0 (n = 3)	20.0 (n = 2)	30.0 (n = 3)	20.0 (n = 2)
	Latinx 10 <sup>th</sup> Grade	26.3 (n = 5)	21.1 (n = 4)	42.1 (n = 8)	10.5 (n = 2)
	AA 11 <sup>th</sup> Grade	50.0 (n = 4)	0.0 (n = 0)	12.5 (n = 1)	37.5 (n = 3)
	Latinx 11 <sup>th</sup> Grade	20.0 (n = 2)	30.0 (n = 3)	30.0 (n = 3)	20.0 (n = 2)

34. I do as little schoolwork as possible in reading	AA 9 <sup>th</sup> Grade	29.4 (n = 5)	35.3 (n = 6)	17.6 (n = 3)	17.6 (n = 3)
	Latinx 9 <sup>th</sup> Grade	22.9 (n = 8)	60.0 (n = 21)	11.4 (n = 4)	5.7 (n = 2)
	AA 10 <sup>th</sup> Grade	50.0 (n = 5)	30.0 (n = 3)	10.0 (n = 1)	10.0 (n = 1)
	Latinx 10 <sup>th</sup> Grade	42.1 (n = 8)	36.8 (n = 7)	15.8 (n = 3)	5.3 (n = 1)
	AA 11 <sup>th</sup> Grade	50.0 (n = 4)	25.0 (n = 2)	12.5 (n = 1)	12.5 (n = 1)
	Latinx 11 <sup>th</sup> Grade	10.0 (n = 1)	40.0 (n = 4)	30.0 (n = 3)	20.0 (n = 2)
36. Finishing every reading assignment is very important to me	AA 9 <sup>th</sup> Grade	0.0 (n = 0)	17.6 (n = 3)	41.2 (n = 7)	41.2 (n = 7)
	Latinx 9 <sup>th</sup> Grade	8.6 (n = 3)	28.6 (n = 10)	42.9 (n = 15)	20.0 (n = 7)
	AA 10 <sup>th</sup> Grade	20.0 (n = 2)	0.0 (n = 0)	10.0 (n = 1)	70.0 (n = 7)
	Latinx 10 <sup>th</sup> Grade	15.8 (n = 3)	15.8 (n = 3)	36.8 (n = 7)	31.6 (n = 6)
	AA 11 <sup>th</sup> Grade	12.5 (n = 1)	12.5 (n = 1)	37.5 (n = 3)	37.5 (n = 3)

46. I always try to finish my reading on time	Latinx 11 <sup>th</sup> Grade	20.0 (n = 2)	20.0 (n = 2)	40.0 (n = 4)	20.0 (n = 2)
	AA 9 <sup>th</sup> Grade	17.6 (n = 3)	11.8 (n = 2)	41.2 (n = 7)	29.4 (n = 5)
	Latinx 9 <sup>th</sup> Grade	11.4 (n = 4)	22.9 (n = 8)	45.7 (n = 16)	20.0 (n = 7)
	AA 10 <sup>th</sup> Grade	0.0 (n = 0)	10.0 (n = 1)	30.0 (n = 3)	60.0 (n = 6)
	Latinx 10 <sup>th</sup> Grade	5.3 (n = 1)	21.1 (n = 4)	57.9 (n = 11)	15.8 (n = 3)
	AA 11 <sup>th</sup> Grade	12.5 (n = 1)	0.0 (n = 0)	12.5 (n = 1)	75.0 (n = 6)
51. I always do my reading work exactly as the teacher wants it	Latinx 11 <sup>th</sup> Grade	20.0 (n = 2)	40.0 (n = 4)	20.0 (n = 2)	20.0 (n = 2)
	AA 9 <sup>th</sup> Grade	17.6 (n = 3)	23.5 (n = 4)	23.5 (n = 4)	35.3 (n = 6)
	Latinx 9 <sup>th</sup> Grade	14.3 (n = 5)	14.3 (n = 5)	45.7 (n = 16)	25.7 (n = 9)
	AA 10 <sup>th</sup> Grade	0.0 (n = 0)	10.0 (n = 1)	60.0 (n = 6)	30.0 (n = 3)
	Latinx 10 <sup>th</sup> Grade	5.3 (n = 1)	47.4 (n = 9)	26.3 (n = 5)	21.1 (n = 4)

D. Reading Work Avoidance 13. I don't like reading something when the words are too difficult	AA 11 <sup>th</sup> Grade	0.0 (n = 0)	12.5 (n = 1)	12.5 (n = 1)	75.0 (n = 6)
	Latinx 11 <sup>th</sup> Grade	50.0 (n = 2)	30.0 (n = 3)	30.0 (n = 3)	20.0 (n = 2)
	AA 9 <sup>th</sup> Grade	29.4 (n = 5)	5.9 (n = 1)	35.3 (n = 6)	29.4 (n = 5)
	Latinx 9 <sup>th</sup> Grade	20.0 (n = 7)	42.9 (n = 15)	25.7 (n = 9)	11.4 (n = 4)
	AA 10 <sup>th</sup> Grade	50.0 (n = 5)	10.0 (n = 1)	40.0 (n = 4)	0.0 (n = 0)
	Latinx 10 <sup>th</sup> Grade	15.8 (n = 3)	42.1 (n = 8)	36.8 (n = 7)	5.3 (n = 1)
	AA 11 <sup>th</sup> Grade	0.0 (n = 0)	50.0 (n = 4)	37.5 (n = 3)	12.5 (n = 1)
	Latinx 11 <sup>th</sup> Grade	30.0 (n = 3)	30.0 (n = 3)	0.0 (n = 0)	40.0 (n = 4)
	AA 9 <sup>th</sup> Grade	23.5 (n = 4)	29.4 (n = 5)	29.4 (n = 5)	17.6 (n = 3)
	Latinx 9 <sup>th</sup> Grade	22.9 (n = 8)	31.4 (n = 11)	25.7 (n = 9)	20.0 (n = 7)
24. I don't like vocabulary questions					



	AA 10 <sup>th</sup> Grade	30.0 (n = 3)	40.0 (n = 4)	20.0 (n = 2)	10.0 (n = 1)
	Latinx 10 <sup>th</sup> Grade	21.1 (n = 4)	63.2 (n = 12)	15.8 (n = 3)	0.0 (n = 0)
	AA 11 <sup>th</sup> Grade	37.5 (n = 3)	0.0 (n = 0)	25.0 (n = 2)	37.5 (n = 3)
	Latinx 11 <sup>th</sup> Grade	20.0 (n = 2)	40.0 (n = 4)	20.0 (n = 2)	20.0 (n = 2)
32. Complicated stories are no fun to read	AA 9 <sup>th</sup> Grade	29.4 (n = 5)	23.5 (n = 4)	23.5 (n = 4)	23.5 (n = 4)
	Latinx 9 <sup>th</sup> Grade	20.0 (n = 7)	40.0 (n = 14)	25.7 (n = 9)	14.3 (n = 5)
	AA 10 <sup>th</sup> Grade	30.0 (n = 3)	30.0 (n = 3)	10.0 (n = 1)	30.0 (n = 3)
	Latinx 10 <sup>th</sup> Grade	15.8 (n = 3)	47.4 (n = 9)	31.6 (n = 6)	5.3 (n = 1)
	AA 11 <sup>th</sup> Grade	12.5 (n = 1)	25.0 (n = 2)	37.5 (n = 3)	25.0 (n = 2)
	Latinx 11 <sup>th</sup> Grade	20.0 (n = 2)	30.0 (n = 3)	20.0 (n = 2)	30.0 (n = 3)
40. I don't like it when there are too many people in the story	AA 9 <sup>th</sup> Grade	35.3 (n = 6)	29.4 (n = 5)	17.6 (n = 3)	17.6 (n = 3)

Latinx 9 <sup>th</sup> Grade	37.1 (n = 13)	28.6 (n = 10)	17.1 (n = 6)	17.1 (n = 6)
AA 10 <sup>th</sup> Grade	50.0 (n = 5)	0.0 (n = 0)	30.0 (n = 3)	20.0 (n = 2)
Latinx 10 <sup>th</sup> Grade	21.1 (n = 4)	36.8 (n = 7)	26.3 (n = 5)	15.8 (n = 3)
AA 11 <sup>th</sup> Grade	37.5 (n = 3)	0.0 (n = 0)	0.0 (n = 0)	62.5 (n = 5)
Latinx 11 <sup>th</sup> Grade	30.0 (n = 3)	30.0 (n = 3)	20.0 (n = 2)	20.0 (n = 2)

Table 4.72

*Collapsed Responses - Social Reasons Reading Perceptions of 9<sup>th</sup> –11<sup>th</sup> grade African American (AA) and Latinx Students by Grade Level (%)*

Survey Item		Different from Me	Like Me
A. Social Reasons for Reading			
11. I visit the library often with my family	AA 9 <sup>th</sup> Grade	76.5 (n = 13)	23.5 (n = 4)
	Latinx 9 <sup>th</sup> Grade	91.4 (n = 32)	8.6 (n = 3)
	AA 10 <sup>th</sup> Grade	60.0 (n = 6)	40.0 (n = 4)

26. I often read to my brother or my sister	Latinx 10 <sup>th</sup> Grade	94.7 (n = 18)	5.3 (n = 1)
	AA 11 <sup>th</sup> Grade	75.0 (n = 6)	25.0 (n = 2)
	Latinx 11 <sup>th</sup> Grade	90.0 (n = 9)	10.0 (n = 1)
	AA 9 <sup>th</sup> Grade	76.5 (n = 13)	23.5 (n = 4)
	Latinx 9 <sup>th</sup> Grade	77.1 (n = 27)	22.9 (n = 8)
	AA 10 <sup>th</sup> Grade	70.0 (n = 7)	30.0 (n = 3)
31. My friends and I like to trade things to read	Latinx 10 <sup>th</sup> Grade	94.7 (n = 18)	5.3 (n = 1)
	AA 11 <sup>th</sup> Grade	62.5 (n = 5)	37.5 (n = 3)
	Latinx 11 <sup>th</sup> Grade	90.0 (n = 9)	10.0 (n = 1)
	AA 9 <sup>th</sup> Grade	64.7 (n = 11)	35.3 (n = 6)
	Latinx 9 <sup>th</sup> Grade	74.3 (n = 26)	25.7 (n = 9)

39. I like to help my friends with their schoolwork in reading	AA 10 <sup>th</sup> Grade	80.0 (n = 8)	20.0 (n = 2)
	Latinx 10 <sup>th</sup> Grade	78.9 (n = 15)	21.1 (n = 4)
	AA 11 <sup>th</sup> Grade	50.0 (n = 4)	50.0 (n = 4)
	Latinx 11 <sup>th</sup> Grade	60.0 (n = 6)	40.0 (n = 4)
	AA 9 <sup>th</sup> Grade	35.3 (n = 6)	64.7 (n = 11)
	Latinx 9 <sup>th</sup> Grade	42.9 (n = 15)	57.1 (n = 20)
	AA 10 <sup>th</sup> Grade	30.0 (n = 3)	70.0 (n = 7)
	Latinx 10 <sup>th</sup> Grade	63.2 (n = 12)	36.8 (n = 7)
42. I sometimes read to my parents	AA 11 <sup>th</sup> Grade	12.5 (n = 1)	87.5 (n = 7)
	Latinx 11 <sup>th</sup> Grade	70.0 (n = 7)	30.0 (n = 3)
	AA 9 <sup>th</sup> Grade	70.6 (n = 12)	29.4 (n = 5)

45. I talk to my friends about what I am reading	Latinx 9 <sup>th</sup> Grade	85.7 (n = 30)	14.3 (n = 5)
	AA 10 <sup>th</sup> Grade	60.0 (n = 6)	40.0 (n = 4)
	Latinx 10 <sup>th</sup> Grade	52.6 (n = 10)	47.4 (n = 9)
	AA 11 <sup>th</sup> Grade	62.5 (n = 5)	37.5 (n = 3)
	Latinx 11 <sup>th</sup> Grade	80.0 (n = 8)	20.0 (n = 2)
	AA 9 <sup>th</sup> Grade	52.9 (n = 9)	47.1 (n = 8)
	Latinx 9 <sup>th</sup> Grade	54.3 (n = 19)	45.7 (n = 16)
	AA 10 <sup>th</sup> Grade	50.0 (n = 5)	50.0 (n = 5)
	Latinx 10 <sup>th</sup> Grade	57.9 (n = 11)	42.1 (n = 8)
	AA 11 <sup>th</sup> Grade	37.5 (n = 3)	62.5 (n = 5)
	Latinx 11 <sup>th</sup> Grade	70.0 (n = 7)	30.0 (n = 3)

48. I like to tell my family about what I am reading	AA 9 <sup>th</sup> Grade	41.2 (n = 7)	58.8 (n = 10)
	Latinx 9 <sup>th</sup> Grade	45.7 (n = 16)	54.3 (n = 19)
	AA 10 <sup>th</sup> Grade	40.0 (n = 4)	60.0 (n = 6)
	Latinx 10 <sup>th</sup> Grade	36.8 (n = 7)	63.2 (n = 12)
	AA 11 <sup>th</sup> Grade	50.0 (n = 4)	50.0 (n = 4)
	Latinx 11 <sup>th</sup> Grade	60.0 (n = 6)	40.0 (n = 4)
B. Competition in Reading			
1. I like being the best at reading	AA 9 <sup>th</sup> Grade	35.3 (n = 6)	64.7 (n = 11)
	Latinx 9 <sup>th</sup> Grade	42.9 (n = 15)	57.1 (n = 20)
	AA 10 <sup>th</sup> Grade	20.0 (n = 2)	80.0 (n = 8)
	Latinx 10 <sup>th</sup> Grade	21.1 (n = 4)	78.9 (n = 15)

9. I try to get more answers right than my friends	AA 11 <sup>th</sup> Grade	37.5 (n = 3)	62.5 (n = 5)
	Latinx 11 <sup>th</sup> Grade	70.0 (n = 7)	30.0 (n = 3)
	AA 9 <sup>th</sup> Grade	52.9 (n = 9)	47.1 (n = 8)
	Latinx 9 <sup>th</sup> Grade	37.1 (n = 13)	62.9 (n = 22)
	AA 10 <sup>th</sup> Grade	30.0 (n = 3)	70.0 (n = 7)
	Latinx 10 <sup>th</sup> Grade	26.3 (n = 5)	73.7 (n = 14)
41. I am willing to work hard to read better than my friends	AA 11 <sup>th</sup> Grade	12.5 (n = 1)	87.5 (n = 7)
	Latinx 11 <sup>th</sup> Grade	40.0 (n = 4)	60.0 (n = 6)
	AA 9 <sup>th</sup> Grade	29.4 (n = 5)	70.6 (n = 12)
	Latinx 9 <sup>th</sup> Grade	62.9 (n = 22)	37.1 (n = 13)
	AA 10 <sup>th</sup> Grade	30.0 (n = 3)	70.0 (n = 7)

44. It is important for me to see my name on a list of good readers	Latinx 10 <sup>th</sup> Grade	47.4 (n = 9)	52.6 (n = 10)
	AA 11 <sup>th</sup> Grade	12.5 (n = 1)	87.5 (n = 7)
	Latinx 11 <sup>th</sup> Grade	50.0 (n = 5)	50.0 (n = 5)
	AA 9 <sup>th</sup> Grade	47.1 (n = 8)	52.9 (n = 9)
	Latinx 9 <sup>th</sup> Grade	51.4 (n = 18)	48.6 (n = 17)
	AA 10 <sup>th</sup> Grade	20.0 (n = 2)	80.0 (n = 8)
	Latinx 10 <sup>th</sup> Grade	42.1 (n = 8)	57.9 (n = 11)
	AA 11 <sup>th</sup> Grade	25.0 (n = 2)	75.0 (n = 6)
	Latinx 11 <sup>th</sup> Grade	60.0 (n = 6)	40.0 (n = 4)



49. I like being the only one who knows an answer in something we read	AA 9 <sup>th</sup> Grade	35.3 (n = 6)	64.7 (n = 11)
	Latinx 9 <sup>th</sup> Grade	57.1 (n = 20)	42.9 (n = 15)
	AA 10 <sup>th</sup> Grade	20.0 (n = 2)	80.0 (n = 8)
	Latinx 10 <sup>th</sup> Grade	57.9 (n = 11)	42.1 (n = 8)
	AA 11 <sup>th</sup> Grade	25.0 (n = 2)	75.0 (n = 6)
	Latinx 11 <sup>th</sup> Grade	30.0 (n = 3)	70.0 (n = 7)
52. I like to finish my reading before other students	AA 9 <sup>th</sup> Grade	35.3 (n = 6)	64.7 (n = 11)
	Latinx 9 <sup>th</sup> Grade	62.9 (n = 22)	37.1 (n = 13)
	AA 10 <sup>th</sup> Grade	10.0 (n = 1)	90.0 (n = 9)
	Latinx 10 <sup>th</sup> Grade	42.1 (n = 8)	57.9 (n = 11)
	AA 11 <sup>th</sup> Grade	50.0 (n = 4)	50.0 (n = 4)

C. Compliance	Latinx 11 <sup>th</sup> Grade	70.0 (n = 7)	30.0 (n = 3)
	23. I read because I have to	AA 9 <sup>th</sup> Grade	52.9 (n = 9)
		Latinx 9 <sup>th</sup> Grade	47.1 (n = 8)
			54.3 (n = 19)
			45.7 (n = 16)
		AA 10 <sup>th</sup> Grade	50.0 (n = 5)
			50.0 (n = 5)
		Latinx 10 <sup>th</sup> Grade	47.4 (n = 9)
			52.6 (n = 10)
		AA 11 <sup>th</sup> Grade	50.0 (n = 4)
34. I do as little schoolwork as possible in reading			50.0 (n = 5)
		Latinx 11 <sup>th</sup> Grade	50.0 (n = 5)
			50.0 (n = 5)
		AA 9 <sup>th</sup> Grade	64.7 (n = 11)
			35.3 (n = 6)
		Latinx 9 <sup>th</sup> Grade	82.9 (n = 29)
			17.1 (n = 6)
		AA 10 <sup>th</sup> Grade	80.0 (n = 8)
			20.0 (n = 2)

36. Finishing every reading assignment is very important to me	Latinx 10 <sup>th</sup> Grade	79.0 (n = 15)	21.0 (n = 4)
	AA 11 <sup>th</sup> Grade	75.0 (n = 6)	25.0 (n = 2)
	Latinx 11 <sup>th</sup> Grade	50.0 (n = 5)	50.0 (n = 5)
	AA 9 <sup>th</sup> Grade	17.6 (n = 3)	82.4 (n = 14)
	Latinx 9 <sup>th</sup> Grade	37.1 (n = 13)	62.9 (n = 22)
	AA 10 <sup>th</sup> Grade	20.0 (n = 2)	80.0 (n = 8)
	Latinx 10 <sup>th</sup> Grade	31.6 (n = 6)	68.4 (n = 13)
	AA 11 <sup>th</sup> Grade	25.0 (n = 2)	75.0 (n = 6)
	Latinx 11 <sup>th</sup> Grade	40.0 (n = 4)	60.0 (n = 6)

46. I always try to finish my reading on time	AA 9 <sup>th</sup> Grade	29.4 (n = 5)	70.6 (n = 12)
	Latinx 9 <sup>th</sup> Grade	34.3 (n = 12)	65.7 (n = 23)
	AA 10 <sup>th</sup> Grade	10.0 (n = 1)	90.0 (n = 9)
	Latinx 10 <sup>th</sup> Grade	26.3 (n = 5)	73.7 (n = 14)
	AA 11 <sup>th</sup> Grade	12.5 (n = 1)	87.5 (n = 7)
	Latinx 11 <sup>th</sup> Grade	60.0 (n = 6)	40.0 (n = 4)
51. I always do my reading work exactly as the teacher wants it	AA 9 <sup>th</sup> Grade	41.2 (n = 7)	58.8 (n = 10)
	Latinx 9 <sup>th</sup> grade	28.6 (n = 10)	71.4 (n = 25)
	AA 10 <sup>th</sup> Grade	10.0 (n = 1)	90.0 (n = 9)
	Latinx 10 <sup>th</sup> Grade	52.6 (n = 10)	47.4 (n = 9)
	AA 11 <sup>th</sup> Grade	12.5 (n = 1)	87.5 (n = 7)

	Latinx 11 <sup>th</sup> Grade	50.0 (n = 5)	50.0 (n = 5)
D. Reading Work Avoidance			
13. I don't like reading something when the words are too difficult	AA 9 <sup>th</sup> Grade	35.3 (n = 6)	64.7 (n = 11)
	Latinx 9 <sup>th</sup> Grade	62.9 (n = 22)	37.1 (n = 13)
	AA 10 <sup>th</sup> Grade	60.0 (n = 6)	40.0 (n = 4)
	Latinx 10 <sup>th</sup> Grade	57.9 (n = 11)	42.1 (n = 8)
	AA 11 <sup>th</sup> Grade	50.0 (n = 4)	50.0 (n = 4)
	Latinx 11 <sup>th</sup> Grade	60.0 (n = 6)	40.0 (n = 4)
24. I don't like vocabulary questions	AA 9 <sup>th</sup> Grade	52.9 (n = 9)	47.1 (n = 8)
	Latinx 9 <sup>th</sup> Grade	54.3 (n = 19)	45.7 (n = 16)
	AA 10 <sup>th</sup> Grade	70.0 (n = 7)	30.0 (n = 3)

	Latinx 10 <sup>th</sup> Grade	84.2 (n = 16)	15.8 (n = 3)
	AA 11 <sup>th</sup> Grade	37.5 (n = 3)	62.5 (n = 5)
	Latinx 11 <sup>th</sup> Grade	60.0 (n = 6)	40.0 (n = 4)
32. Complicated stories are no fun to read	AA 9 <sup>th</sup> Grade	52.9 (n = 9)	47.1 (n = 8)
	Latinx 9 <sup>th</sup> Grade	60.0 (n = 21)	40.0 (n = 14)
	AA 10 <sup>th</sup> Grade	60.0 (n = 6)	40.0 (n = 4)
	Latinx 10 <sup>th</sup> Grade	63.2 (n = 12)	36.8 (n = 7)
	AA 11 <sup>th</sup> Grade	37.5 (n = 3)	62.5 (n = 5)
	Latinx 11 <sup>th</sup> Grade	50.0 (n = 5)	50.0 (n = 5)
40. I don't like it when there are too many people in the story	AA 9 <sup>th</sup> Grade	64.7 (n = 11)	35.3 (n = 6)
	Latinx 9 <sup>th</sup> Grade	65.7 (n = 23)	34.3 (n = 12)

AA 10 <sup>th</sup> Grade	50.0 (n = 5)	50.0 (n = 5)
Latinx 10 <sup>th</sup> Grade	57.9 (n = 11)	42.1 (n = 8)
AA 11 <sup>th</sup> Grade	37.5 (n = 3)	62.5 (n = 5)
Latinx 11 <sup>th</sup> Grade	60.0 (n = 6)	40.0 (n = 4)

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Table 4.73

*Collapsed Responses – Combined Total Responses of Social Reasons Reading Perceptions in 9<sup>th</sup>–11<sup>th</sup> grade African American (AA) and Latinx Students by Grade Level (%)*

Combined Survey Items	Different from Me	Like Me
A. Social Reasons for Reading (Questions 11, 26, 31, 39, 42, 45, 48)		
AA 9 <sup>th</sup> Grade	59.7 (n = 71)	40.3 (n = 48)
Latinx 9 <sup>th</sup> Grade	67.3 (n = 165)	32.7 (n = 80)
AA 10 <sup>th</sup> Grade	55.7 (n = 39)	44.3 (n = 31)
Latinx 10 <sup>th</sup> Grade	68.4 (n = 91)	31.6 (n = 42)
AA 11 <sup>th</sup> Grade	50.0 (n = 28)	50.0 (n = 28)
Latinx 11 <sup>th</sup> Grade	74.3 (n = 52)	25.7 (n = 18)
B. Competition (Questions 1, 9, 41, 44, 49, 52)		
AA 9 <sup>th</sup> Grade	39.2 (n = 40)	60.8 (n = 62)
Latinx 9 <sup>th</sup> Grade	52.4 (n = 110)	47.6 (n = 100)
AA 10 <sup>th</sup> Grade	21.7 (n = 13)	78.3 (n = 47)
Latinx 10 <sup>th</sup> Grade	39.5 (n = 45)	60.5 (n = 69)



	AA	27.1	72.9
	11 <sup>th</sup> Grade	(n = 13)	(n = 35)
	Latinx	53.3	46.7
	11 <sup>th</sup> Grade	(n = 32)	(n = 28)
C. Compliance (Questions 23, 34, 36, 46, 51)			
	AA	41.2	58.8
	9 <sup>th</sup> Grade	(n = 35)	(n = 50)
	Latinx	47.4	52.6
	9 <sup>th</sup> Grade	(n = 83)	(n = 92)
	AA	34.0	66.0
	10 <sup>th</sup> Grade	(n = 17)	(n = 33)
	Latinx	47.4	52.6
	10 <sup>th</sup> Grade	(n = 45)	(n = 50)
	AA	35.0	65.0
	11 <sup>th</sup> Grade	(n = 14)	(n = 26)
	Latinx	50.0	50.0
	11 <sup>th</sup> Grade	(n = 25)	(n = 25)
D. Reading Work Avoidance (Questions 13, 24, 32, 40)			
	AA	51.5	48.5
	9 <sup>th</sup> Grade	(n = 35)	(n = 33)
	Latinx	60.7	39.3
	9 <sup>th</sup> Grade	(n = 85)	(n = 55)
	AA	60.0	40.0
	10 <sup>th</sup> Grade	(n = 24)	(n = 16)
	Latinx	65.8	34.2
	10 <sup>th</sup> Grade	(n = 50)	(n = 26)

	AA 11 <sup>th</sup> Grade	40.6 (n = 13)	59.4 (n = 19)
	Latinx 11 <sup>th</sup> Grade	57.5 (n = 23)	42.5 (n = 17)
E. Social Reasons for Reading (Social Reasons for Reading, Competition, Compliance, Reading Work Avoidance)			
	AA 9 <sup>th</sup> Grade	48.4 (n = 181)	51.6 (n = 193)
	Latinx 9 <sup>th</sup> Grade	57.5 (n = 443)	42.5 (n = 327)
	AA 10 <sup>th</sup> Grade	42.3 (n = 93)	57.7 (n = 127)
	Latinx 10 <sup>th</sup> Grade	55.3 (n = 231)	44.7 (n = 187)
	AA 11 <sup>th</sup> Grade	38.6 (n = 68)	61.4 (n = 108)
	Latinx 11 <sup>th</sup> Grade	60.0 (n = 132)	40.0 (n = 88)

#### Research Question Four

Research question (RQ) four, how does reading motivation influence the value of reading in African American and Latinx high school students across grade levels and between genders?, was assessed using qualitative deductive coding, inductive coding, and the constant comparative method. Eight parents consented, and eight students assented to participating in the conversational interview section of the Adolescent Motivations to Read Profile (AMRP). Data were collected from male and female students between the 9<sup>th</sup> - 11<sup>th</sup> grades, from an urban school district in southeast Texas. Students identified as

either African American or Latinx. For confidentiality purposes, the researcher provided pseudonyms in place of actual names. Table 4.74 outlines participant demographics.

Table 4.74

*Participant Demographics for RQ Four and RQ Five*

Pseudonyms	Race	Gender	Grade
Jason	African American	Male	9 <sup>th</sup>
Caleb	African American	Male	11 <sup>th</sup>
Daniel	Latinx	Male	9 <sup>th</sup>
River	Latinx	Male	10 <sup>th</sup>
Krista	African American	Female	9 <sup>th</sup>
Amelia	African American	Female	11 <sup>th</sup>
Willow	Latinx	Female	9 <sup>th</sup>
Jasmine	Latinx	Female	11 <sup>th</sup>

Individual interviews were conducted with African American (AA) and Latinx male participants from 9<sup>th</sup>, 10<sup>th</sup>, and 11<sup>th</sup> grades, and AA and Latinx female participants from 9<sup>th</sup> and 11<sup>th</sup> grades, on how reading motivation influences their values of reading. Through the deductive coding process, two themes were identified: intrinsic motivation and social reasons for reading. Through inductive coding, five sub-themes emerged: genre transitions by grade, social media and other media, and reading previews, which connected to intrinsic motivation; along with reading assignments on laptops, and reading and relationships, which connected to social reasons for learning. (see Table 4.75)

Table 4.75

*Theme and Subthemes for RQ Four*

Theme	Subthemes
Intrinsic Motivation	Genre Transitions by Grade Social Media and Other Media Reading Previews
Social Reasons for Reading	Reading Assignments on Laptops Reading and Relationships

**Intrinsic Motivation**

Intrinsic motivation refers to a student's motivation to read, without external rewards, such as grades or recognition (Murphy & Alexander, 2000; Ozen, 2017; Wigfield & Guthrie, 1997). Genre transitions by grade, social media and other media, and reading previews, emerged as subthemes of intrinsic motivation. Genre transitions by grade level connected to reading involvement. Social media and other media, and reading previews, connected to reading curiosity,

**Genre Transitions by Grade Level**

Participants discussed their reading involvement in several genres. Results were analyzed by grade level, and as students progressed in grade levels, interest in genres transitioned. For males, ninth grade students were interested in comics, adventure, and mythological stories. Tenth and 11<sup>th</sup> graders still maintained some of those interest in genres, however, an interest in realistic fiction was also shown. The older students placed value on being able to personally relate to the characters in novels and were more motivated to read novels that allowed for connection.

For female participants, responses to interview questions indicated that as students progressed in grade levels, interest in genres also transitioned. Responses to reading interest and value indicated a progression in reading genre interest from general non-fiction to college related reading materials. All students expressed interest in reading

non-fiction materials, but 11<sup>th</sup> grade females expressed reading materials that were specifically connected to college and life after high school.

**Male participants.** Jason, an AA 9<sup>th</sup> grade student, enjoyed reading comics and adventure stories. His favorite authors were Greg Morrison and Jack Snyder, authors of comic books. He expressed enjoyment reading adventure and zombie stories. He particularly enjoyed reading the zombie adventure, “Boyfriend of the Dead,” on an application on his phone called Webtoons. When describing “Boyfriend of the Dead,” he stated, “It starts off in the middle with a very picky zombie. It makes me laugh.” He also described what made the story interesting to him stating, “I really want to see where the adventure goes.”

Daniel, a Latinx 9<sup>th</sup> grade student, described *Percy Jackson and the Lightning Bolt*, “It’s one of my favorite books,” he said. “I love every character, and what happens with all the characters, actions, words, and everything.” He described the book as mythological and provided details on several of the characters including Zeus and Medusa. He also described the adventures of the novel in detail which included trips to the underworld, teleportation, and the driving force of the story, Percy being accused of stealing Zeus’s lightning bolt. When describing what made the story interesting for him, Daniel stated that it was the fighting and action scenes and described one specific section where Percy Jackson fights Medusa for her pearls.

River, a Latinx 10<sup>th</sup> grade student, discussed the most interesting book he read recently, *Wonder*. He described how the main character of the book was born with a facial deformity and was home schooled until one of his parents decided he should go to school. River explained how the main character endured hardships and bullying because of his facial features. He described the ending as a “good experience for [the main character] because, he makes good friends.” When asked why the story was interesting to

him, he described being able to connect to the main character, saying that just as the main character, he was also the youngest in his family, and has seen people face adversity. He also connected to the antagonist and clarified stating that with antagonists, “sometimes [they’re] not the best person, but there’s always room for change.”

Caleb, an AA 11<sup>th</sup> grade student, enjoyed reading horror and realistic fiction. Caleb described two stories of interest to him, *Halloween* and *13 Reasons Why*. He described the plot of *Halloween* involving a “mentally insane person going around killing random people” He further went on to say that “the main character had PTSD [because] of some past trauma she’s had with Michael Myers.” In *13 Reasons Why*, he described the main character as also having PTSD because the main character was “close friends with the person that killed themselves,” as Caleb explained. As it relates to *13 Reasons Why*, he stated that the story was interesting to him because it “describes a lot of things that happen in teenagers’ lives, and it actually gets it very spot on.”

**Female participants.** Female participants also discussed their reading involvement with various genres. During the interview sessions, some participants described childhood memories of specific genres. Krista, an African American 9<sup>th</sup> grade student, stated that Suzanne Collins was her favorite author and went on to discuss her novel, *Gregor the Overlord*, which she read in elementary. She said she liked the book because of the main character, “He got to do all kinds of adventures and I was younger and found that interesting.”

Willow, a Latinx, 9<sup>th</sup> grade student, also connected back to a childhood memory stating that when she was younger, she would read plays and dramas in class. “I loved reading plays, she says, They’re just so interesting and dramatic. She stated that she enjoyed the dialogue between characters, “There’s a character and then another character, and they’re all just talking and having a conversation.”

Jasmine, a Latinx 11<sup>th</sup> grader, connected back to childhood and reading comics, “Growing up, I read a lot of comic books because that was all that caught my attention. With my dyslexia, comic books were really great for that.” She also stated that she’s always liked fantasy related genres. Presently, she is still interested in reading comics, as she stated, “I do steal my dad’s comics collection,” for reading.

Although Amelia, an African American 11<sup>th</sup> grader, did not connect back to childhood, she did remember a past book from her freshman year, that was her favorite. She could not remember the author, but stated, “There was this one book I actually really liked. It was called *Accidental Love*. I read the whole book.” She discussed how she liked the novel because of the drama and romance.

In addition to sharing childhood memories of favorite genres, female students also shared their current reading materials. Willow enjoyed reading materials on life lessons. She shared that she enjoyed “books that are about learning life and how to enjoy your job, or how to socialize with people.” Willow described additional contents of the book which connected to enjoying your job and having self-confidence. She expressed the importance of being happy with life, stating, “I agree with a lot of that book, because some people are just unhappy with life, and if you were working on something [you] should enjoy what you’re working on. You should like your job.”

Krista expressed reading non-fiction materials, but not books, stating, “I read stories about people, what happened to them in their lives, like positive things or bad things. I don’t read books.” She described reading a Google article on effects of a horror video game. She stated, “I’m into horror, and realistic fiction. I’m also into video games, so it was interesting.” Krista also expressed that she wanted to read material she connected to, saying “I want to see if I can relate to something that they’re talking about.”



Eleventh grade female students discussed several reading genres. Jasmine found enjoyment reading fantasy novels and comics. However, reading materials were also centered on non-fiction and post-secondary education life. Jasmine, discussed the most interesting material she recently read, SAT scores, in preparation for life goals after high school.

Amelia also discussed reading materials that connected to life after high school, such as researching colleges. She discussed reading about different campuses, universities, and community colleges. In addition, Amelia also discussed reading nonfiction reading materials. She was interested in reading social media posts focused on self-awareness and sexual assault. She shared, “I know a lot of people around me who have been assaulted. It’s just not right.” She expressed reading the posts in order to learn how to better be aware of her surroundings.

### **Social Media and Other Media**

Social media and other media were shown to influence student reading curiosity, especially as it relates to informational reading materials. Connections to narrative reading materials were also shared through social media. Students expressed accessing social media primarily through their cell phones.

**Male participants.** When reading informational materials, Caleb expressed how he looked at whatever was trending on Twitter. Based on what was trending, he learned of current events. River expressed a more personal connection when reading informational texts and his process of acquiring information from informational texts. He first viewed a topic on television, usually the news. He would then look for the topic on social media and read a related article. He expressed reading articles on Asian American protests. He also read about the U.S. Capitol, when a group of U.S. citizens broke through the barriers of the U.S. Capitol building in Washington D.C., in response to the

election of then President Elect Joseph Biden. He expressed the importance of these articles stating,

This is the country I live in, and I'm Hispanic. Obviously a lot of minority groups face adversity. It's just a very interesting topic to me and that's why I would look it up, and to figure out where I stand on this matter.

Another way he would gather information was through the google notifications on his phone.

Jason's process for reading informational text was similar to River's, although less personal. He described watching the television news on the U.S. Capitol. He was then motivated to research the topic and browsed *The New York Times*. While reading *The New York Times*, he read and focused on the headlines and captions related to the topic, not the complete article.

Movies were another form of media that sparked reading curiosity for male students. Caleb discussed reading novels that were connected to a movie. When asked: How did you find out about the book you are reading?," He responded, "I watched the movies before," in relation to reading the novel, *Halloween*. "The book is basically straight from the movies," he said, "But it provides extra details and just tells you more about the main character than what the movie had shown you."

Daniel shared that he liked books connected to movies. When discussing his favorite author, Suzanne Collins, author of the *Hunger Games*, he stated

I read the book first, then I watched the movie. I started watching the movies like four years ago. I found everything interesting about how they wanted to make a change about how the games work, even if it meant sacrificing people. It was something new to me.

Movies also influenced Daniel's curiosity and desire to read a novel more than once. He referenced the novel *Harry Potter and the Sorcerer's Stone* and discussed watching the movie and reading the novel multiple times.

**Female participants.** Krista and Willow discussed using YouTube to access reading materials. Willow expressed reading comments on YouTube, while watching make-up tutorials. Krista described her process of reading information on YouTube as news "just comes up on my suggested list," recommending what you should view and read. Based on those recommendations, she would then watch the video and read the comments.

Google was another media application used for reading informational texts. Krista described the Google notifications that she would look over and then read on her phone. She explained, "On Google, a feed comes up, just a random article, and I just read it from there." In addition to YouTube and Google, Willow, Krista, and Amelia read posts and comments on Instagram. Willow and Krista also discussed reading posts and comments on TikTok. For narrative reading materials, Jasmine discussed the influence of movies and reading books that were based on movies. She discussed watching *The Mortal Instruments* movie first, through YouTube, and then reading the book series.

### **Reading Previews**

Previews of novels influenced student perceptions of reading values and curiosity on reading narrative texts, which connects to the theme of intrinsic motivation. Rather than going right into reading a book, students described their process before reading. Students shared what sparked their interest and curiosity in a novel or other reading material.

**Male participants.** Jason described using live streams as a way to discover more information on what comic books to read next. During the conversational interview

session, he played a live stream from his phone, to provide an example. Jason described what the narrator of the live stream does. “He’ll tell me little snippets and get to the plot of the story. He breaks it down for us so that we can understand most of the stories.” Based on the teaser provided by the individual on social media, Jason would then find and read the material. He also referenced the DC comic television channel and stated “I saw a trailer for Future State, on the DC Channel, and I was like, whoa. I want to read that.”

Jason described the book version of a trailer stating, “Reading the back cover. The stuff on the back or front page briefly tell me about [the book].” Caleb also discussed reading the cover of a novel, specifically graphic novels. He further stated that he was intrigued by the front cover arts, because they help to tell the story, more so than just the title. Daniel expressed similar thoughts when previewing a book, stating “I read the back cover. It gives you a little bit of information, to see if there’s a bit of action.”

**Female participants.** Previews of novels influenced student perceptions of reading values and curiosity on reading narrative texts for female students as well. Krista expressed that the decorations on the cover, are what made her curious about reading a novel. Amelia also described looking over the front cover of a novel before reading. In addition, she expressed that she became curious about a book based on the reading material on the back cover. Willow discussed looking at the title. If the title sparked her interest, or pictures in the book, she would then read the novel. If the reading material was a social media post, and not a book, Krista stated that certain hashtags on posts were what get her excited to read something, because they “describe it before you even start reading.”

### **Social Reasons for Reading**

Social reasons for reading refer to when a student is motivated to read based on relationships to others, and could also include compliance, competition, or reading work avoidance. Reading assignments on laptops and reading relationships, emerged as subthemes of social reasons for reading. Reading assignments on laptops connected to the compliance aspect of social reasons for reading. Reading relationships connected to the relationship aspect of social reasons for reading.

#### **Reading Assignments on Laptops**

Students expressed using their laptops to complete reading assignments for school. The majority of time spent on reading assignments was completed during the school day. For most of the students, once at home, students only completed reading materials if the assignment was not completed during the regular school day.

**Male participants.** The schoolwork and compliance subtheme emerged under the social reasons for reading subtheme. Male students used their laptops primarily for schoolwork and complying with assignment requirements provided by a teacher. Caleb stated that he was usually only on his laptop during the school day to complete reading assignments and read messages from teachers. He stated that if he does have homework, he might use his laptop for a couple hours after school. Daniel also expressed using his laptop, only for schoolwork and reading assignments. “I do all my work in school,” he stated. “When I get home, I just put [the laptop] on charge and leave it there.” River expressed completing schoolwork and reading assignments primarily on the laptop, in order to comply with teacher assignment expectations.

**Female participants.** Female students used their laptops primarily for schoolwork and reading assignments as well. Krista expressed that she spends time on her computer for the entire school day, in order to complete reading assignments. She did

not use her laptop after school. Willow also stated she used her laptop to complete reading schoolwork during the school day, but after school, she did not use her laptop. Jasmine shared, “I’m usually on my [computer] for the school day, and then depending on if I’ve really got to finish up some work, then I’m on it more.” Amelia also stated that she’s usually working on her laptop for reading schoolwork purposes and completing assignments.

### **Reading and Relationships**

The reading and relationships subtheme emerged under the theme of social reasons for reading. Family and friend relationships played a role in influencing students’ value of reading. Based on experiences with either family or friends, students were motivated to read.

**Male participants.** Caleb described why and how he started reading *13 Reasons Why*. He stated, “I just had a lot of friends tell me about it,” and then based on what they were saying, he decided to read the novel. He also discussed sharing reading materials with friends stating, “We talk about Twitter posts and Instagram posts and sometimes about the books I’ve read.” He shared Instagram posts in a family group chat as well. In addition, Caleb also expressed that he reads and exchanges text messages with friends and family daily.

River shared how his value of reading was influenced by his sister. “My sister reads a lot, and her books have a lot of writing.” After watching his sister read, he was motivated to read. He expressed that he talked to his sister about what she reads and how she reads. He also shared what he reads with his sister. River shared that he discussed what he was reading with his parents as well. “I’ll tell my parents about [a book]. I told my mom about the *Wonder* book because she bought it for me.” River said that he usually talked to friends about sports and trades.

Jason expressed that he found out about reading materials through his peers, “I kept hearing around about Webtoons, and everyone was reading Webtoons at the time.” Hearing his peers discuss Webtoons influenced his decision to download the application to his phone and read the stories. He also described how his mother influenced his reading, because she would give him comic books to read and take him to the library. He stated that he shares what he has read with his mother, father, and some of his friends as well.

Daniel, however, did not share reading materials, such as books and posts with friends. He expressed that he would share with his family, if they expressed interest in wanting to know what he was reading. He also shared that he did read and exchange text messages with his sister on a regular basis.

**Female participants.** Family and friend relationships also played a role in influencing female students’ value of reading. Female students shared several relationships. Willow expressed that her mother gave her a book on life learning, and when asked about the most interesting story she has read, she replied, “My mom gave me these books and they’re about learning life and how to enjoy your job.” She also discussed sharing reading materials with her sister, every day, provided that her sister shows interest in wanting to know what Willow is reading. As it relates to friends, she shared that she doesn’t share book reading materials, but she does read and exchange text messages between friends.

Krista also stated that she does not share reading materials with friends, as it relates to books. She also did not share reading materials with family. However, she did read and exchange text messages with family and friends, and she also discussed social media posts with friends.

Amelia expressed that she read text messages from her family, but would not usually discuss reading materials, especially as it relates to books. With friends, she would discuss reading materials from social media and described sharing posts read on Instagram. Amelia, as well as Willow, also expressed interest in writing to family members. Amelia stated that “I struggle with emails, but I can write letters.” She discussed writing letters to her mother and other family members. “I don’t know how to express my feelings, so I usually just write it down. I might be a teenager, but I write my feelings down.”

Jasmine expressed that her mother and sister influenced her to read *Twilight*. She shared that it “was my mother and older sister’s favorite book.” She later discovered that she liked it as well. She also expressed that she did not share reading materials with friends, but she did with her mother, stating, “With my mother, I just recently shared my *City of Bones* book.” She also expressed reading and exchanging text messages with family on a daily basis.

### **Research Question Five**

Research question five, How does reading motivation influence self-concepts of reading in African American and Latinx high school students across grade levels and between genders?, was assessed using qualitative deductive coding, inductive coding, and the constant comparative method. Eight parents consented, and eight students assented to participating in the conversational interview section of the Adolescent Motivations to Read Profile (AMRP). Data were collected from male and female students between the 9<sup>th</sup> - 11<sup>th</sup> grades, from an urban school district in southeast Texas. Students identified as either African American or Latinx. For confidentiality purposes, the researcher provided pseudonyms in place of actual names. Table 4.74 outlines participant demographics.



Interviews were conducted with AA and Latinx male participants from 9<sup>th</sup>, 10<sup>th</sup>, and 11<sup>th</sup> grades, and AA and Latinx female participants from 9<sup>th</sup> and 11<sup>th</sup> grades, on how reading motivation influences their self-concepts of reading. Through the deductive coding process, two themes were identified: reading efficacy and intrinsic motivation. Through inductive coding, two sub-themes emerged: reading materials and schoolwork assignments, and teacher roles in student reading involvement. Reading materials and schoolwork emerged as a subtheme of reading efficacy, and teacher roles in student reading involvement was a subtheme of intrinsic motivation. (see Table 4.77).

Table 4.76

*Theme and Subthemes for RQ Five*

Theme	Subthemes
Reading Efficacy	Reading Materials and Schoolwork Assignments
Intrinsic Motivation	Teacher Role in Student Reading Involvement

**Reading Efficacy**

Reading efficacy refers to a student's belief in his or her ability to read and accomplish reading tasks (Booth, et al., 2017; Wang & Guthrie, 1995; Wigfield & Guthrie, 1997). Reading materials and schoolwork assignments emerged as subtheme of reading efficacy. Reading materials and schoolwork also connected to reading efficacy in challenging subjects.

**Reading Materials and Schoolwork Assignments**

Male students discussed self-concepts of reading in various subjects. Each student reflected on their reading efficacy as it related to schoolwork assignments and discussed which classes they worked best with reading materials and which classes were more challenging. Tenth and eleventh grade students described ways they could improve on

their reading skills as well. Female students also shared self-concepts of reading in various subjects and discussed their reading self-efficacy. Students discussed areas of improvement related to their reading skills.

**Male participants.** Jason, an African American 9<sup>th</sup> grader, expressed that he was good with reading materials and schoolwork in the majority of his classes. However, he shared that he believed he was a good reader, only sometimes. He also stated, “Sometimes I completely forget how to spell words, and I mix up words.” When asked what he could do to improve on his reading, he expressed that he would like to go to the library more in order to read more books.

As it relates to schoolwork, Jason shared that he most liked to read in classes that were slower paced and allowed for him to listen and complete the schoolwork later at home. The class with the most difficult reading material was math. He explained, “I really have to focus in that one. I can’t really blaze through.” He described his challenges when trying to process how to figure out a math problem and read at the same time. He often researched and read materials on how to solve the math problems he was assigned.

Daniel, a Latinx 9<sup>th</sup> grader, expressed that he was self-motivated and a good reader. As a good reader he explained that he tries to focus on the text to make meaning. When describing how he could improve on his reading skills, he stated that he could focus on literary devices and use them to understand what is going on in a text.

Daniel responded with reading class, when describing which class he reads in best. He went on to explain classroom environment, “The room, it just feels like the right place to try to open up a book and read, It feels like a good place.” Daniel expressed that he had the most difficulty with reading material in Biology. “There’s a lot of things I have to keep up with,” he said, “And most of the time I get confused.” He shared that he

tries to understand the content, and although the reading materials did include pictures and accompanying videos, he still did not have a full understanding.

River, a grade 10 Latinx student, shared what skill he perceived was needed, in order to improve on completing reading materials and schoolwork assignments. He explained his need for clarity. “I read out loud to myself,” he stated, “Most of the time, I don’t get it [reading material] because in my head, thoughts are going through [my] mind.” He expressed that it might be helpful to take notes while reading, because he often forgets where he left off. The class that he best liked to read in was the Junior Reserve Officer Training Corps (JROTC). He explained interest in this class because “It’s about the military and kind of ties in a little bit with history.” This connects to a previous statement in the conversational interview where he identifies history and historical nonfiction as his genres of interest.

In addition to JROTC, River also stated that he enjoyed reading in his reading class, because in addition to actual reading, “It gives the most information about reading, as far as what to do in the story and plot elements.” He expressed a strong desire in developing his reading skills, and the reading class provided strategies. River replied with social studies when describing his most challenging class. “It’s not really hard to read [the materials],” he stated, “It’s the assignments. I just get caught in a web and have to restart.” He also stated that he worried about his grade in that class.

Caleb, an 11<sup>th</sup> grade African American student, stated that he was a self-motivated reader. In order to improve on his reading skills, he shared that he needed to read more and not read too fast. Caleb also shared the class he most liked to read in, reading class. One of the assignments for the class was to read “The Odyssey.” Caleb exclaimed, “I stuck through the whole thing and I read it!” He went on to explain that although the reading was enjoyable, the assignments were not. “The part that really got me was the

assignment [the teacher] was giving, because she was like, ‘you’ve got to explain the characters.’” He explained that it was hard to go back through the Epic poem and find traits on all of the characters. His least favorite class to read in was math. “I’m not good at math at all,” he stated, “It just confuses me, the numbers and all the words.”

**Female participants.** Krista, an African American 9<sup>th</sup> grader, stated that she was self-motivated to read and replied with “Yes,” when asked if she felt she was a good reader. She also expressed her perceptions related to reading self-efficacy stating, “Reading was always boring to me. I was very good at it, but I just don’t like it.” When asked what if she needed to learn anything to improve on her reading, she responded with “I just need to focus better because sometimes I lose my track of where I’m looking, and I’ll read the wrong sentence or reread the same sentence over again.” She shared that she most liked to read in her reading and English classes, due to the reading material content. She least liked to read in her elective class, dance, because she did not think reading was necessary in an elective. She also disliked the reading materials in her principles of education and training class, which focused on career readiness. She described the reading materials stating, “It’s boring. And when I get bored of something, I don’t want anything to do with it.”

Willow, a Latinx 9<sup>th</sup> grader and English as a Second Language (ESL) student replied, “Yes,” when asked if she thought of herself as a good reader. She further explained her perceptions related to reading self-efficacy stating, “It takes me a little time to comprehend what I’m reading.” In order to become a better reader, she shared that she should practice reading more. She also described her process of completing reading materials in several classes.

If it's history, it has to be a history story that I like or would want to research about. In reading class, I would read if I have to research or read before I do my work [assignments]. In math, I read to understand the question.

She shared that math was her favorite subject to read in the most. Her most difficult subject to read in was reading class. She described her perceptions related to reading self-efficacy stating, "There [are] words that I just don't understand and then I have to figure them out. Then I kind of mix up the top sentence and the bottom sentence and have to reread it."

Jasmine, a Latinx 11<sup>th</sup> grader, expressed that she was a self-motivated reader, despite her challenges with reading, due to her dyslexia. She felt that overall, she was a good reader. In response to being a good reader, she stated, "Yes, of course! I would hope so after how many years of reading classes I've had." When asked what she could learn to be a better reader, she shared that she would like to develop more ways to cope with her dyslexia. As it relates to her perceptions of reading self-efficacy in her classes, she expressed that she could read in any of her classes, depending on her attention span for the day. However, the reading material is most difficult in her Spanish class. When asked why, she stated, "I'm really bad at languages."

Amelia, an African American 11<sup>th</sup> grader expressed that she was a good reader and stated, "I have stuttering problems. But I feel like overall, I'm ok." When asked what she thinks she could do to become a better reader, she responded with "I have to go slow and really be patient with myself, be patient with the words. And don't get sidetracked and do something else." She shared that she enjoyed reading for her Spanish class, in grad lab, which is a self-paced course that allows students to complete work for graduation credits in different subjects. She enjoyed searching Spanish words and finding

their meanings. Her more difficult classes to read in were physics and chemistry, and she expressed how she did not comprehend the reading materials.

### **Intrinsic Motivation**

Intrinsic motivation refers to a student's motivation to read, without external rewards, such as grades or recognition (Murphy & Alexander, 2000; Ozen, 2017; Wigfield & Guthrie, 1997). The teacher's role in student reading involvement, emerged as a subtheme of intrinsic motivation. Participants also discussed a connection between reading assignments and student engagement.

### **Teacher Role in Student Reading Involvement**

Students shared their reading experiences with past and present teachers and the influence of teachers on their involvement in class reading materials. Male students expressed several teacher roles as it relates to the assignments that were connected to the reading materials, and the influence of self-discovery. Female students shared teacher roles relating to assignments connected to reading materials, as well.

**Male participants.** Jason explained that he becomes excited about reading when the teacher creates an assignment that is a project. He shared that his geography teacher assigned a group project that included a power point. Students were given more than a month to complete the project. Working through the project with peers allowed him to become more involved with the reading materials.

Daniel also described how his teachers get him excited about reading. He stated that his teachers continuously tell him to keep reading. He expressed that reading encouragement motivated him continue with reading. He also shared that his geography teacher helps to make reading enjoyable by incorporating videos in the classroom. He discussed how the teacher includes a video that connects to the chapter reading and this allows him to better understand the reading materials.

Caleb discussed an assignment from his reading teacher that sparked reading enjoyment. “At the end of every week,” he stated, “[the teacher] does little wellness checks. It involves reading because you have to read what everyone types and then you also have to watch videos and read the subtitles.” He described how the teacher turns the wellness checks into lessons on how to improve and learn about yourself.

River discussed how he enjoyed when his teacher assigned posters for an assignment. He described how it made reading fun. “I made a poster about the book and I really enjoyed it,” he said. He also explained that the teacher gave good examples on how to complete the assignment and provided good feedback once the assignment was completed.

**Female participants.** Several female students expressed their reading involvement as it related teacher influence. Krista was the only participant who replied with No, when asked when asked if a teacher has ever done something that made her interested or excited about reading. In addition, she also stated, “I do not read books,” when asked if she shares reading materials with family.

Willow discussed how her English teacher assigned independent reading, and although she responded with “I don’t read books,” when asked about her favorite author, she also expressed that as a result of the independent reading assignment, she found a novel in the school’s online library and began reading the book, *Humana*, which was completely written in Spanish. She went on to describe the plot of the novel and how it includes paranormal and horror elements. She further expressed how a teacher motivated her to become more involved in reading materials stating, “I feel if a teacher is reading a book, I will listen.” She discussed how she preferred to listen to a book being read, rather than reading it herself. When asked has a teacher done anything specifically to get you

interested or excited about reading, she described how she enjoyed completing projects that were connected to a novel.

Amelia explained that teachers motivate her to comprehend. She discussed how her English and Reading teachers breakdown materials and make the content easier to comprehend. She also expressed how her English teacher incorporated games that connected to the reading. The games helped her with vocabulary and understanding unknown words.

Jasmine shared that she has also been motivated to read by teachers. She went on to describe her reading involvement experiences with her dyslexia teacher stating, “She would just sit with me. We’d get a book from the library and we would just sit there reading it together. And that would help me.” She also explained a specific and memorable experience stating, “I chose a book that was way too advanced for my reading level, but she just sat there patiently and just read it.” When asked if she had any teachers who did something with reading that she enjoyed, she responded saying, “I had a lot of teachers that were always doing something with reading. I always had teachers sitting with me and reading and helping me out with things.”

### **Summary of Findings**

The final analysis of this study included 99 student responses to the *Motivations for Reading Questionnaire* (MRQ) by African American and Latinx male and female students between the 9<sup>th</sup> – 11<sup>th</sup> grades. Quantitative data was analyzed in three research questions which addressed African American and Latinx student perceptions of reading motivation between genders and across grade level. Research question one focused on African American student perceptions of reading motivation. Research question two focused on Latinx student perceptions of reading motivation. Research question three compared student perceptions of reading motivation between African American and



Latinx students. Reading motivation was categorized into four sections: Reading Efficacy, Intrinsic Motivation, Extrinsic Motivation, and Social Reasons for Reading. Each of the four categories contained subcategories: Reading Efficacy: Reading Efficacy, Reading Challenge; Intrinsic Motivation: Reading Curiosity, Importance of Reading, Reading Involvement; Extrinsic Motivation: Recognition for Grades, Reading for Grades; and Social Reasons for Reading: Social Reasons, Compliance, Competition, Reading Work Avoidance.

Qualitative data was analyzed based on responses to the conversational interview questions from the *Adolescent Motivation to Read Profile* (AMRP). Eight African American and Latinx male and female students between the 9<sup>th</sup> – 11<sup>th</sup> grades participated in the qualitative section. Research question four addressed the influence of reading motivation on the value of reading. Deductive coding was used to identify two themes: Intrinsic Motivation and Social Reasons for Reading. Inductive coding was used to identify five subthemes: Intrinsic Motivation: Genre Transitions by Grade, Social Media and Other Media, Reading Previews; and Social Reasons for Reading: Reading Assignments on Laptops, Reading and Relationships. Research question five addressed the influence of reading motivation on self-concepts of reading. Deductive coding was used to identify two themes: Reading Efficacy and Intrinsic Motivation. Inductive coding was used to identify two subthemes: Reading Efficacy: Reading Materials and Schoolwork Assignments; and Intrinsic Motivation: Teacher Role in Student Reading Involvement.

## **Conclusion**

Chapter four presented the analysis and results of quantitative data collected from the MRQ, and qualitative data collected from conversational interviews from the AMRP. Participant demographics were also presented. In the next chapter, an in-depth summary

of the findings from chapter four will be discussed and compared to existing research studies. Implications of this study and recommendations for future research will also be presented.

## CHAPTER V:

### SUMMARY, IMPLICATIONS, AND RECOMMENDATIONS

The purpose of this study was to examine the influence of reading motivation on African American and Latinx high school students' reading perceptions between genders and across grade levels. In order to quantify student reading perceptions toward reading motivations, 99 students completed the *Motivations for Reading Questionnaire*. Of the 99 students, 8 students also participated in individual interview sessions, using the conversational interview questions from the *Adolescent Motivation to Read Profile*.

Through the interviews, qualitative data provided a more in-depth and enriched analysis of students reading perceptions. The Conradi et al. (2014) conceptional review of reading motivation literature showed a lack of research studies on reading motivation for adolescent high school students. In addition, few research studies exist assessing adolescents from underrepresented ethnic groups and their reading motivation perceptions (Quirk et al., 2020). Furthermore, additional research is needed in studying gender and reading motivation across cultural groups (Chiu & Chow, 2010; Parker et al., 2018; Quirk et al., 2020), and ethnic identity plays an important role in student reading motivation and can also influence adolescent self-perceptions (Booth et al., 2017). Within this chapter, findings are connected to the larger body of research on reading motivation and adolescents by gender and grade level. Implications as well as recommendations for future research are also included.

#### **Summary of the Findings**

Research questions addressed student reading perceptions and the influence of reading motivation and was based on a 4-point Likert scale. The higher the score on the Likert scale, the stronger the endorsement of the item (Guthrie, McGough, & Wigfield, 1994). The following research questions guided this study.

1. To what extent does reading motivation influence African American high school students' reading perceptions across grade levels and between genders?
2. To what extent does reading motivation influence Latinx high school students' reading perceptions across grade levels and between genders?
3. To what extent does reading motivation influence student reading perceptions between African American and Latinx high school students across grade levels and between genders?
4. How does reading motivation influence the value of reading in African American and Latinx high school students across grade levels and between genders?
5. How does reading motivation influence self-concepts of reading in African American and Latinx high school students across grade levels and between genders?

### **Research Question One**

The current study provided evidence on African American student reading perceptions between genders and across grade levels. Evidence was provided for the following reading motivation categories: reading efficacy, intrinsic motivation, extrinsic motivation, and social reasons for reading. Evidence on student reading perceptions of motivation was also provided for subcategories of each category: reading efficacy: reading efficacy and reading challenge; intrinsic motivation: reading curiosity, importance of reading, reading involvement; extrinsic motivation: recognition for reading, reading for grades; and social reasons for reading: social reasons for reading, competition, compliance, and reading work avoidance.

### **Reading Efficacy by Gender**

The majority of responses for both male and female AA student reading perceptions indicate that reading efficacy and reading challenge are likely to influence

student reading motivation for AA males and females. Based on the quantitative findings results are consistent with Wigfield, Guthrie, Tonks, et al. (2004) in that students who have higher levels of self-efficacy are more likely to persist when facing challenges with completing activities. Combined total responses for the reading efficacy category, which includes responses to both subcategories, suggest that reading efficacy is likely to influence reading motivation for both male and female AA students. AA females were more motivated by reading efficacy than males. Results are consistent with previous studies (Coddington & Guthrie, 2009; Meece et al., 2006) which show females to have higher levels of reading efficacy than males.

### **Reading Efficacy by Grade Level**

The majority of responses for 9<sup>th</sup>-11<sup>th</sup> grade AA student reading perceptions indicate that reading efficacy and reading challenge are likely to influence student reading motivation for 9<sup>th</sup> –11<sup>th</sup> graders. Combined total responses for the reading efficacy category, which includes both subcategories, suggest that reading efficacy is likely to influence reading motivation for the majority of AA 9<sup>th</sup> –11<sup>th</sup> grade students. Based on the quantitative findings for reading efficacy and reading challenge, results are consistent with Wigfield, Guthrie, Tonks, et al. (2004) which showed that students with higher levels of self-efficacy were more likely to accomplish reading tasks and persevere when facing reading challenges.

Within the grade levels, tenth graders were more likely to be influenced by reading efficacy, than both 9<sup>th</sup> and 11<sup>th</sup> grades. Ninth graders were the least likely to be motivated by reading efficacy in comparison to total number of responses from 10<sup>th</sup> and 11<sup>th</sup> graders. Data are consistent with Neugebauer and Gilmour (2020) findings that suggest reading motivation levels fluctuate overtime and between content levels. Although the current research study does not address specific content areas as it relates to

reading motivations, fluctuations between grade levels and reading efficacy for AA students was shown.

### **Intrinsic Motivation by Gender**

The majority of responses for both male and female AA student reading perceptions indicated that reading curiosity, importance of reading, and reading involvement, are likely to influence student reading motivation for males and females. Combined total responses for the intrinsic motivation category suggest that intrinsic motivation is likely to influence reading perceptions for the majority of AA male and female adolescents. Males were more likely to be intrinsically motivated than AA females. Results are inconsistent with findings from the Van Steensel et al. (2020) study which suggests that adolescent males are less intrinsically motivated than females. It is important to note that the Van Steensel et al. (2020) study was not specific towards ethnicity.

### **Intrinsic Motivation by Grade Level**

The majority of responses for 9<sup>th</sup>–11<sup>th</sup> grade AA student reading perceptions indicate that reading curiosity, importance of reading, and reading involvement, are likely to influence student reading motivation for 9<sup>th</sup>–11<sup>th</sup> graders. Combined total responses, which includes each subcategory, suggest that intrinsic motivation does influence reading perceptions for the majority of 9<sup>th</sup>–11<sup>th</sup> grade AA students, with intrinsic motivation increasing overtime. Qualitative data from the current research study suggest that changes to intrinsic motivation overtime are connected to changes in desired reading genres. Students showed increased interest in nonfiction and realistic fiction overtime.

### **Extrinsic Motivation by Gender**

The majority of responses for both male and female AA student reading perceptions indicate that recognition for reading and reading for grades, are likely to

influence student reading motivation for male and female AA students. Combined total responses for the extrinsic motivation category suggests that extrinsically motivated individuals are regulated by external factors (Deci & Ryan, 2000), such as recognition and grades. Results from the current research study suggest that both AA males and females are likely to be influenced by extrinsic motivation with AA males more likely to be extrinsically motivated than AA females.

### **Extrinsic Motivation by Grade Level**

The majority of responses for 9<sup>th</sup>–11<sup>th</sup> grade AA student reading perceptions indicate that recognition for reading and reading for grades, are likely to influence student reading motivation for 9<sup>th</sup>–11<sup>th</sup> grade AA students. Combined total responses for the extrinsic motivation, which include each subcategory suggests that those who are extrinsically motivated are regulated by external factors (Deci & Ryan, 2000). Based on the quantitative findings from the current research study, this suggest that student reading motivation is influenced by external factors such as recognition and grades. In addition, extrinsic motivation was shown to increase overtime between AA 9<sup>th</sup>–11<sup>th</sup> graders.

### **Social Reasons for Reading by Gender**

The majority of responses for both male and female AA student reading perceptions indicate that student perceptions of competition and compliance are likely to influence AA student reading motivation for both males and females. Results also indicated that the subcategory social reasons for reading is not likely to influence student motivation to read for AA students.

Existing literature shows that students who are socially motivated to read, read with family and friends, or discuss reading with family and friends (Wigfield & Guthrie, 1997). The majority of both male and female student responses in the current research study indicate that they are less likely to interact with family and friends to discuss

readings. Findings from the current research study are inconsistent with qualitative findings which show that AA male and female students do interact with family and friends and have influence on students' motivation to read a text.

In the final subcategory, reading work avoidance, the majority of responses for AA students indicate that males are more likely to avoid reading work than female students. Data are consistent with the Van Steensel et al. (2020) study which suggests that males have a more positively correlated connection to reading work avoidance than females. Results of the current research study indicate that reading work avoidance is more likely to influence AA males than AA females. Combined total responses, which includes all categories, for social reasons for reading suggest that social reasons for reading is likely to influence reading motivation for the majority of African American male and female adolescents, with AA males being more likely influenced than AA females.

### **Social Reasons for Reading Grade Level**

The majority of responses for 9<sup>th</sup>–11<sup>th</sup> grade student reading perceptions indicate that student perceptions of competition and compliance are likely to influence AA 9<sup>th</sup>–11<sup>th</sup> grade student reading motivation. Results also indicate that the subcategory, social reasons for reading, is not likely to influence student reading motivation to read for 9<sup>th</sup> and 10<sup>th</sup> grade students but is more likely to influence 11<sup>th</sup> grade students. Data connects to social reasons for reading motivation in that students who are motivated to read, read with family and friends, or discuss reading with family and friends (Wigfield & Guthrie, 1997). Student responses in the current study suggest 9<sup>th</sup> and 10<sup>th</sup> grade students are less likely to be socially motivated to read through interactions with family and friends. Findings from the current research study are inconsistent with qualitative findings, which



show that AA students, across grade levels, do interact with family and friends through different aspects of reading, such as through text messages and social media.

In the final subcategory, reading work avoidance, results indicate that reading work avoidance is more likely to influence 11<sup>th</sup> grade reading motivation, than 9<sup>th</sup> and 10<sup>th</sup> grades. Combined total responses, which includes all categories, suggest that social reasons for reading does influence reading motivation for the majority of 9<sup>th</sup>–11<sup>th</sup> grade students. Social reasons for reading also increased overtime. Data connects to qualitative data in the current research study which shows that social reasons for reading influenced students across grade levels. Qualitative data also showed that students across grade levels expressed difficulties in completing reading work assignments if the assignments were difficult to connect with or comprehend.

### **Research Question Two**

The current study provided evidence on Latinx student reading perceptions between genders and across grade levels. Evidence was provided for the following reading motivation categories: reading efficacy, intrinsic motivation, extrinsic motivation, and social reasons for reading. Evidence on student reading perceptions of motivation was also provided for subcategories of each category: reading efficacy: reading efficacy and reading challenge; intrinsic motivation: reading curiosity, importance of reading, reading involvement; extrinsic motivation: recognition for reading, reading for grades; and social reasons for reading: social reasons for reading, competition, compliance, and reading work avoidance.

#### **Reading Efficacy by Gender**

The majority of responses for both male and female Latinx student reading perceptions indicate that reading efficacy and reading challenge are likely to influence student reading motivation for males and females. Combined total responses for the

reading efficacy category, which includes each subcategory, are consistent with the Wigfield, Guthrie, Tonks, et al. (2004) study which shows that students who have higher levels of self-efficacy are more likely to persevere when facing challenges while reading.

The quantitative findings from the current research study suggest that reading efficacy does influence reading perceptions for the majority of Latinx male and female adolescents and that Latinx males were more likely to be motivated by reading efficacy than females. Results are not consistent with previous studies (Coddington & Guthrie, 2009; Meece et al., 2006) which show females to have higher levels of reading efficacy than males. However, ethnicity was not an analyzed variable in those previous studies, such as in the current research study.

### **Reading Efficacy by Grade Level**

The majority of responses for 9<sup>th</sup>–11<sup>th</sup> grade Latinx student reading perceptions indicate that student perceptions of reading efficacy and reading challenge are likely to impact student reading motivation for Latinx 9<sup>th</sup>–11<sup>th</sup> graders. Combined total responses for the reading efficacy, which includes each subcategory are consistent with Wigfield, Guthrie, Tonks, et al. (2004) in that students who have higher levels of self-efficacy are more likely to persist when facing reading challenges. The quantitative findings from the current research study suggest that reading efficacy does influence reading motivation for the majority of Latinx 9<sup>th</sup>–11<sup>th</sup> grade students. Data are also consistent with Neugebauer and Gilmour (2020) findings which suggest reading motivation levels fluctuate overtime and between content levels. The current research study does not analyze findings from content areas as it relates to reading motivations. However, fluctuations between grade levels and reading efficacy for Latinx students was evident with 10<sup>th</sup> graders more likely to be influenced by reading efficacy, than both 9<sup>th</sup> and 11<sup>th</sup> grades. Ninth graders were the

least likely to be motivated by reading efficacy in comparison to total number of responses from 10<sup>th</sup> and 11<sup>th</sup> graders.

### **Intrinsic Motivation by Gender**

The majority of responses for both male and female Latinx student reading perceptions indicate that student perceptions of reading curiosity, importance of reading, and reading involvement, are likely to influence student reading motivation for males and females. Combined total responses for the intrinsic motivation category, which includes each subcategory, suggest that intrinsic motivation is likely to influence reading motivation for the majority of Latinx male and female adolescents. Latinx females were more likely to be intrinsically motivated than males. Data are consistent with results from the Van Steensel et al. (2020) study which suggests that adolescent males are less intrinsically motivated than females.

### **Intrinsic Motivation by Grade Level**

The majority of responses for 9<sup>th</sup>–11<sup>th</sup> grade Latinx student reading perceptions indicate that student perceptions of reading curiosity, importance of reading, and reading involvement, are likely to influence student reading motivation for Latinx 9<sup>th</sup>–11<sup>th</sup> graders. Combined total responses for the intrinsic motivation, which includes each subcategory, suggest that Latinx students in the 9<sup>th</sup>–11<sup>th</sup> grades are likely to be intrinsically motivated to read. Findings are also consistent with the Unrau & Schlackman (2006) study which suggests that intrinsic motivation declines overtime, for Latinx students. Within the grade levels, 9<sup>th</sup> graders were more likely to be influenced by intrinsic motivation, than both 10<sup>th</sup> and 11<sup>th</sup> grades. Eleventh graders were the least likely to be intrinsically motivated in comparison to total number of responses from 9<sup>th</sup> and 11<sup>th</sup> graders.

### **Extrinsic Motivation by Gender**

The majority of responses for both male and female Latinx student indicate that reading for grades influences both genders, but recognition for reading does not. Combined total responses, including both subcategories, suggest that extrinsic motivation does influence reading perceptions for the majority of Latinx male students, but not for the majority of Latinx female students. Latinx male students are likely to be extrinsically motivated to read and Latinx female students are not likely to be extrinsically motivated. Research findings also suggest that those who are extrinsically motivated, which in this case are Latinx males, are regulated by external factors, such as recognition for reading and reading for grades, and have less autonomy (Deci & Ryan, 2000).

### **Extrinsic Motivation by Grade Level**

The majority of responses for 9<sup>th</sup>–11<sup>th</sup> grade Latinx student reading perceptions indicate that students are likely to be influenced by reading for grades, but not recognition for reading. Combined total responses for the extrinsic motivation, which includes each subcategory, are consistent with the Unrau & Schlackman (2006) study which suggests that extrinsic motivation declines overtime, for Latinx students, findings from the current study show that extrinsic motivation does influence reading perceptions for the majority of 9<sup>th</sup> grade students, but not for the majority of 10<sup>th</sup> and 11<sup>th</sup> grade students. Ninth grade students are more likely to be extrinsically motivated to read than both 10<sup>th</sup> and 11<sup>th</sup> grade students. Eleventh graders were the least likely to be motivated by extrinsic motivation.

### **Social Reasons for Reading by Gender**

The majority of responses for both male and female Latinx student reading perceptions indicate that both genders are influenced by compliance. Males are likely to be influenced by competition; Latinx females are not likely to be influenced by

competition. Findings in the subcategory of competition are consistent with the Unrau & Schlackman (2006) study which shows female Latinx students to be negatively impacted by competition. In the final two subcategories, social reasons for reading and reading work avoidance, findings indicate that both male and female Latinx students are not likely to be influenced by social reasons for reading, or reading work avoidance.

Socially motivated students read or discuss readings with family and friends (Wigfield & Guthrie, 1997). Combined total responses, which includes all categories, for social reasons for reading suggests that social reasons for reading, which includes each subcategory, is not likely to influence student reading motivation and students are less likely to be socially motivated to read, through interactions with family and friends. Findings from the current research study are inconsistent with qualitative findings, which show that Latinx students do interact with family and friends and discuss aspects of literature.

### **Social Reasons for Reading Grade Level**

The majority of responses for 9<sup>th</sup>–11<sup>th</sup> grade Latinx student reading perceptions indicate that 9<sup>th</sup>–11<sup>th</sup> grade Latinx students are less likely to be motivated to read due to social reasons and reading work avoidance. Results also indicate that Latinx 9<sup>th</sup> and 10<sup>th</sup> grade students are likely to be motivated to read by compliance, while 11<sup>th</sup> graders are equally divided in the subcategory. For the next subcategory, competition, findings indicate that 9<sup>th</sup> and 11<sup>th</sup> graders are less likely to be motivated to read, by competition, than 10<sup>th</sup> graders. Combined total responses, which includes all subcategories, suggest that social reasons for reading is not likely to influence reading perceptions for the majority 9<sup>th</sup>–11<sup>th</sup> grade Latinx students, with 11 graders being the least motivated. Data are inconsistent with qualitative data. Qualitative results suggest that students are socially motivated to read. In addition, qualitative results align to the Wigfield & Guthrie (1997)

study which defines socially motivated students are those who are motivated to read with family and friends or discuss reading with family and friends.

### **Research Questions Three**

The current study provided evidence between African American and Latinx student reading perceptions between genders and across grade levels. Evidence was provided for the following reading motivation categories: reading efficacy, intrinsic motivation, extrinsic motivation, and social reasons for reading. Evidence on student reading perceptions of motivation was also provided for subcategories of each category: reading efficacy: reading efficacy and reading challenge; intrinsic motivation: reading curiosity, importance of reading, reading involvement; extrinsic motivation: recognition for reading, reading for grades; and social reasons for reading: social reasons for reading, competition, compliance, and reading work avoidance

#### **Reading Efficacy by Gender**

The majority of responses for AA and Latinx male student reading perceptions indicated that reading efficacy and reading challenge are likely to influence student reading motivation for AA and Latinx males. Combined total responses for the reading efficacy category, which includes both subcategories, suggest that reading efficacy is likely to influence reading motivation for the majority of AA and Latinx male students. Qualitative results correlated to quantitative data for both AA males and Latinx males. Three out of 4 male students viewed themselves as good readers, with 1 of the 4 students expressing sometimes viewing himself as a good reader, depending on the vocabulary. Quantitative results indicate that AA male students are more likely to be motivated by reading efficacy than Latinx male students.

The majority of responses for AA and Latinx female student reading perceptions indicate that reading efficacy and reading challenge are likely to influence student

reading motivation for AA and Latinx females. Combined total responses for the reading efficacy category, which includes both subcategories, suggest that reading efficacy is likely to influence reading motivation for the majority of AA and Latinx female students. Qualitative results correlated to the quantitative data on reading efficacy. Three out of the 4 AA and Latinx female students believed they were good readers. Quantitative results indicate that AA female students are more likely to be motivated by reading efficacy than Latinx female students.

### **Reading Efficacy by Grade Level**

The majority of responses for 9<sup>th</sup>–11<sup>th</sup> grade AA and Latinx student reading perceptions indicate that reading efficacy and reading challenge are likely to influence student reading motivation for AA and Latinx 9<sup>th</sup>–11<sup>th</sup> graders. Combined total responses for the reading efficacy category, which includes both subcategories, suggest that reading efficacy is likely to influence reading motivation for the majority of AA and Latinx 9<sup>th</sup>–11<sup>th</sup> grade students. AA grade 9<sup>th</sup>–11<sup>th</sup> graders were more likely to be motivated by reading efficacy, at each grade level, than Latinx 9<sup>th</sup>–11<sup>th</sup> grade students. Student perceptions of reading efficacy fluctuated overtime. Data from this section correlates to the Neugebauer and Gilmour (2020) study which addresses fluctuations in reading motivation between content levels. Although the current research study does not address specific content areas, or if reading efficacy fluctuates overtime in content areas, fluctuations in student perceptions were indicated by grade level.

### **Intrinsic Motivation by Gender**

The majority of responses for male AA and Latinx student reading perceptions indicate that reading curiosity, importance of reading, and reading involvement, are likely to influence student reading motivation for male AA and Latinx students. Combined total responses for the intrinsic motivation category suggest that intrinsic motivation is likely

to influence reading perceptions for the majority of AA and Latinx male students.

Qualitative results correlated to the quantitative data on intrinsic motivation. The majority of both AA and Latinx male students expressed being intrinsically motivated to read through social media, reading previews, and by teachers. Quantitative results indicate that AA male students are more likely to be intrinsically motivated than Latinx male students.

The majority of responses for female AA and Latinx student reading perceptions indicate that reading curiosity, importance of reading, and reading involvement, are likely to influence student reading motivation for female AA and Latinx students. Combined total responses for the intrinsic motivation category suggest that intrinsic motivation is likely to influence reading perceptions for the majority of AA and Latinx female students. Qualitative results correlated to the quantitative data on intrinsic motivation. The majority of both AA and Latinx female students expressed being intrinsically motivated to read through social media, reading previews, and by teachers. Quantitative results indicate that AA female students are more likely to be intrinsically motivated than Latinx female students.

### **Intrinsic Motivation by Grade Level**

The majority of responses for 9<sup>th</sup>–11<sup>th</sup> grade AA and Latinx student reading perceptions indicate that reading curiosity, importance of reading, and reading involvement, are likely to influence student reading motivation for AA and Latinx 9<sup>th</sup>–11<sup>th</sup> graders. Combined total responses for the intrinsic motivation category suggest that intrinsic motivation does influence reading perceptions for the majority of 9<sup>th</sup>–11<sup>th</sup> grade AA and Latinx students. In the Guthrie, Coddington, & Wigfield (2009) study, AA students were less likely to be highly intrinsically motivated than white students. Latinx student were not a subgroup in this study. However, this section of the current study shows that AA students were less likely to be intrinsically motivated than Latinx students



for grade 9, but more likely to be intrinsically motivated than Latinx students for grade 10 and grade 11.

### **Extrinsic Motivation by Gender**

The majority of responses for AA and Latinx male student reading perceptions indicate that reading for grades is likely to influence student reading motivation. Recognition for grades is likely to influence AA male students, but not likely to influence Latinx students. Combined total responses for the extrinsic motivation category suggest that extrinsic motivation is more likely to influence reading perceptions for the majority of AA males, than Latinx males. In the Unrau & Schlackman (2006) study, extrinsic motivation was shown to have a negative correlation to reading achievement for Latinx students, in comparison to Asian students. AA students were not a subgroup in this study. In the current study, extrinsic motivation was shown to influence Latinx males in one area, recognition for grades.

The majority of responses for AA and Latinx female student reading perceptions indicate that reading for grades are likely to influence student reading motivation. Recognition for grades is likely to influence AA female students, but not likely to influence Latinx female students. Combined total responses for the extrinsic motivation, which includes each subcategory, suggest that extrinsic motivation is likely to influence reading perceptions for the majority of AA females, but it is not likely to influence student reading perceptions of Latinx females. In the Unrau & Schlackman (2006) study, extrinsic motivation was shown to have a positive correlation to reading involvement for Latinx female students, in comparison to Asian students. In the current study, which compared Latinx and AA students, a correlation specifically between extrinsic motivation and reading involvement was not analyzed. The current study addressed student

perceptions of extrinsic reading motivation. Extrinsic motivation was not shown to influence Latinx female reading motivation, in comparison to AA females.

### **Extrinsic Motivation by Grade Level**

The majority of responses for 9<sup>th</sup>–11<sup>th</sup> grade AA student reading perceptions indicate that reading for grades are likely to influence AA and Latinx 9<sup>th</sup>–11<sup>th</sup> grade students. Recognition for grades is likely to influence AA 9<sup>th</sup>–11<sup>th</sup> graders, but not likely to influence Latinx 9<sup>th</sup>–11<sup>th</sup> graders. Combined total responses, which includes both subcategories, for the extrinsic motivation category suggest that extrinsic motivation does influence reading perceptions for the majority of 9<sup>th</sup>–11<sup>th</sup> grade AA students, and 9<sup>th</sup> grade Latinx students, only. AA grade 9 students were more likely to be extrinsically motivated than Latinx grade 9 students. Extrinsic motivation was not likely to influence 10<sup>th</sup> and 11<sup>th</sup> grade Latinx student reading perceptions. In the Unrau & Schlackman (2006) study, extrinsic motivation was shown to decline overtime for Latinx students, in comparison to Asian students. AA students were not a subgroup in this study. The current study compares Latinx and AA students. Extrinsic motivation was shown to decline over time, by grade level, for Latinx students in comparison to AA students. Extrinsic motivation for AA students increased overtime.

### **Social Reasons for Reading by Gender**

The majority of responses for AA and Latinx male student reading perceptions indicate that student perceptions of competition and compliance are likely to influence AA and Latinx male student reading motivation. Results indicated that the subcategory, social reasons for reading, is not likely to influence student reading motivation for AA and Latinx male students.

In the final subcategory, reading work avoidance, results indicate that reading work avoidance is more likely to influence AA males and not likely to influence Latinx

males. Combined total responses, which includes all categories, suggest that social reasons for reading is likely to influence reading motivation for the majority of AA male students, but not Latinx male students. Data is inconsistent with qualitative data results from the current study which show both AA and Latinx male students to be socially motivated to read by their peers, friends, or family.

The majority of responses for both AA and Latinx female student reading perceptions indicate that compliance is likely to influence AA and Latinx student reading perceptions for females. Results also indicate that AA female students are likely to be influenced by competition and Latinx female students are not likely to be influenced by competition. Findings indicate that the subcategory, social reasons for reading, is not likely to influence student motivation to read for AA and Latinx students.

In the final subcategory, reading work avoidance, results indicate that reading work avoidance is less likely to influence AA and Latinx female motivation to read. Combined total responses, which includes all categories, for social reasons for reading category suggest that social reasons for reading is likely to influence reading motivation for the majority of AA females, and not likely to influence reading motivation for Latinx female students. Data from the current research study does not correlate with the Unrau & Schlackman (2006) study, which shows Latinx females to be positively affected by social aspects of reading. Data is also inconsistent with qualitative data results from the current study which show both AA and Latinx female students to be socially motivated to read by their peers, friends, or family.

### **Social Reasons for Reading Grade Level**

The majority of responses for AA 9<sup>th</sup> –11<sup>th</sup> grade students and Latinx 9<sup>th</sup> and 10<sup>th</sup> grade reading perceptions indicate that compliance is likely to influence AA 9<sup>th</sup> –11<sup>th</sup> grades, and Latinx 9<sup>th</sup> and 10<sup>th</sup> grade student reading motivation, while Latinx 11<sup>th</sup>

graders are equally divided. In competition, results indicate that AA 9<sup>th</sup>- 11<sup>th</sup> graders and Latinx 10<sup>th</sup> graders are likely to be motivated to read by competition. Latinx 9<sup>th</sup> and 11<sup>th</sup> graders are not likely to be motivated by competition. The majority of responses for AA 9<sup>th</sup>-11<sup>th</sup> grade and Latinx 9<sup>th</sup>-11<sup>th</sup> grade student reading perceptions indicate that the subcategory, social reasons for reading is likely to influence AA 11<sup>th</sup> grade students, but not likely to influence student motivation to read for AA 9<sup>th</sup> and 10<sup>th</sup> grade students and Latinx 9<sup>th</sup> – 11<sup>th</sup> grade students.

In the final subcategory, reading work avoidance, findings indicate that reading work avoidance is more likely to influence AA 11<sup>th</sup> grade reading motivation, but not likely to influence AA 9<sup>th</sup> and 10<sup>th</sup> graders and Latinx 9<sup>th</sup> – 11<sup>th</sup> graders. Combined total responses, which includes all categories, suggest that social reasons for reading is likely to influence reading motivation for the majority of AA 9<sup>th</sup> – 11<sup>th</sup> grade students, but not likely to influence the majority of 9<sup>th</sup> – 11<sup>th</sup> Latinx students. Data is inconsistent with qualitative data results from the current study which show both AA and Latinx students to be socially motivated to read by their peers, friends, or family, across grade levels.

#### **Research Question Four**

Research question 4 assessed reading value and was answered using qualitative deductive coding and inductive coding, and was based on conversational interview questions from the *Adolescent Motivation for Reading Profile*. Responses were organized into two themes through deductive coding: intrinsic motivation and social reasons for reading. Through inductive coding, five subthemes emerged: genre transitions by grade, social media and other media, and reading previews, which connected to intrinsic motivation. The subthemes reading assignments on laptops, and reading and relationships, connected to social reasons for reading.

## **Intrinsic Motivation**

**Genre transitions by grade level.** As 9<sup>th</sup>- 11<sup>th</sup> graders progressed in grade level, interest in genre transitioned. Ninth grade males discussed interest and reading involvement in comics, adventure, and mythological genres. Interest and involvement in some of those same genres remained for some of the 10<sup>th</sup> and 11<sup>th</sup> graders, but realistic fiction became a consistent genre of interest between the two grades. Male students also discussed wanting to be able to personally relate to the characters. These findings correlate with the McGeown et al., (2015) study in that reading value correlates to reading fictional reading materials.

Interest and reading involvement transitioned for female participants by grade level, as well. Female participants as a whole, were interested in non-fiction materials. Ninth graders discussed making real life connections to materials. Eleventh graders showed interest in college and after graduation reading materials. These findings also correlate with the McGeown et al., (2015) study in that reading value correlates to reading factual reading materials.

**Social media and other media.** Male students described their process for using social media to become engaged or involved with a text. Three out of 4 participants described first viewing a video or post on social media, researching the topic, and then reading the article or book related to the topic, if it was deemed interesting by social media and research. In addition, all male students discussed reading books that were associated with movies or television series. Two out of the 4 students watched the movie before reading the novel.

Female students described a similar process for gathering information and becoming involved in a text. Two out of 4 students discussed reading notifications that pop up on social media first. Those students would then read the articles from the

notifications that interested them. Three out of 4 students expressed that they read posts and comments on social media. One out of the 4 students discussed watching a movie prior to reading and becoming involved in the associated novel.

Qualitative results correlated with the Jang and Henretty (2019) study. The majority of adolescent readers preferred to read digital texts. As it relates to the social media and other media subtheme of this current study, students were likely to use digital texts and resources to influence their future reading choices, whether it be a print novel, or a virtual text.

**Reading previews.** All males and 3 out of 4 females discussed becoming involved in reading materials based on previews. One of the male students discussed using previews from live streams to decide if he will read and become involved in a reading. Almost all students, both male and female discussed reading value, based on reading previews which included reading the back or front cover of a novel, the title, the front page, or looking at pictures. One student also expressed finding value in reading a post on social media based on the hashtag. Results were inconsistent with the Barry (2013) study which showed Latinx students to value reading less than any other subgroup. In the current research study, results indicate that both Latinx and AA students do value reading, depending on the type of reading, and how the reading material is presented, prior to reading.

### **Social Reasons for Reading**

**Reading assignments on laptops.** Three out of 4 males and all female participants discussed completing reading assignments on laptops, in order to comply with assigned work. Students shared how laptops were used primarily for schoolwork and reading assignments, while phones were used for leisure reading. Students also expressed completing work during the school day and complying with teacher expectations.

**Reading and relationships.** Three out of 4 males expressed sharing reading with friends. The type of reading materials shared included social media posts, text messages, and sports related materials. All male participants also expressed sharing with family. The types of reading materials shared were also social media posts, and text messages. Two out of the 4 students discussed sharing reading materials with their parents if their parent gave them the book.

Female participants also discussed sharing reading materials with friends but stressed that the materials did not include books. Three out of 4 female participants shared reading materials with friends. Reading materials included texts and social media posts. All female students expressed sharing reading materials with family. Reading materials mainly included text messages and social media posts. One student discussed sharing a book with a family member.

Qualitative data indicated that students, both Latinx and African American, between genders and across grade levels, are socially motivated. This connects to Chiu and Chow (2015) who discuss the involvement of reading and sharing reading materials with family and friends when socially motivated to read. Results were also inconsistent with quantitative data from the current research study, which showed only AA students to be influenced by social reasons to read. Qualitative data shows that both AA and Latinx students were influenced to read when discussing reading materials with family or friends.

### **Research Question Five**

Research question 5 assessed self-concepts of reading and was answered using qualitative deductive coding and inductive coding, and assessment was based on conversational interview questions from the *Adolescent Motivation for Reading Profile*. Responses were organized into two themes through deductive coding: reading efficacy

and intrinsic motivation. Through inductive coding, two sub-themes emerged: reading materials and schoolwork assignments, which connects to reading efficacy; and teacher role in student involvement, which connects to intrinsic motivation.

### **Reading Efficacy**

Students expressed their self-concepts on completing reading assignments and their areas of improvement on reading. Three of the 4 students perceived reading class to be the best class for understanding reading material. One student shared that the atmosphere of the classroom allowed him to read, another student stated that a classroom that is slower paced, allows for reading. Two of the 4 students found math to have the most challenging reading materials, one chose biology as the challenging class, and one chose social studies, but specifically as it related to the reading assignments. Students discussed self-perceptions on how to improve on reading which included reading more, focusing, and learning reading strategies.

Female students also expressed reading efficacy and the majority of female students believed they were good readers. One student chose reading class to be the best class for understanding reading material, one chose science, and one chose Spanish. For one of the students, her attention span at the time dictated her reading ability in a class. For classes with challenging reading materials, one student chose an elective dance class, one reading, one Spanish, and one physics and chemistry. Female students also felt they could become better readers by reading more and by focusing.

Data is inconsistent with the Barry (2013) study which showed Latinx males to have the lowest average in self-concept in comparison to other subgroups. Qualitative data from the current study show the majority of both Latinx and AA students to be positively influenced by reader self-concept. Quantitative results from this study also showed both Latinx and AA students to be influenced to read through reading efficacy.



## **Intrinsic Motivation**

Both male and female students shared that their reading involvement was connected to the type of assignment assigned for the reading. Male students enjoyed group projects, videos that connected to chapter content, and posters. Female students enjoyed independent reading assignments and vocabulary games. One female student also discussed how she became more involved when the teacher would read to her. Another student expressed the importance of breaking down materials, in order for her to understand and become involved. Another female student discussed how the patience of a teacher allowed her to have confidence in her reading ability and become more involved in a text.

Relating to reading materials and assignments, Husband (2014) and Ford et al., (2019) discusses how AA male students and AA gifted female students, respectively, are responsive to culturally relevant texts. Husband (2014) goes on to describe how culturally relevant texts help readers to become more engaged and address their personal interests.

## **Self-Determination Theory**

Self Determination Theory (SDT) (Ryan & Deci, 2000) is focused on three types of motivation: amotivation, extrinsic motivation, and intrinsic motivation. The qualitative portion of this study revealed the motivational characteristics of amotivated students. Amotivated individuals do not place value on an activity, or do not feel competent in completing an activity. In the current study, amotivated female participants expressed that they did not read books, but were interested in reading other materials, such as articles, or social media posts. This suggests that amotivated behavior may depend on the type of reading activity. In addition, students who expressed incompetence or the inability to understand materials in specific school subjects that were challenging, did

express competency in the reading materials and assignments for other classes. This suggests that amotivated readers might depend on the subject or content area.

Extrinsic motivation and intrinsic motivations are the last sections on the SDT continuum. Extrinsic motivation connects to completing a task to receive something in return (Ryan & Deci, 2000). Based on quantitative evidence, students who were extrinsically motivated were shown to value reading for grades, reading for recognition, or reading for grades and recognition. According to Ryan & Deci (2000) individuals who are intrinsically motivated complete tasks for their own satisfaction. Students who were intrinsically motivated in this study expressed enjoyment in their reading materials and placed value on the reading materials that connected to their lives.

### **Implications**

Based on the evidence from this study of student reading perceptions and the influence of motivation, implications for teachers, curriculum designers, and principals emerged. For teachers, research revealed their role in influencing motivation to read for students in the classroom. For curriculum designers, research revealed their role in developing materials that influence student reading engagement and involvement. For principals, research revealed their role for fostering student reading motivation in curriculum development.

#### **Implications for Teachers**

**Teachers as Readers.** Teachers play an influential role in motivating students to read (De Naeghel et al., 2014). Teachers who read for pleasure daily are more likely to use intrinsic motivation instructional strategies, such as discussing and recommending books for students (McKool & Gespass, 2009). Qualitative participants in the current research study valued reading previews and having knowledge of a text prior to reading. One student expressed how understanding the breakdown of a plot could motivate him to

read a novel. Another student expressed that social media hashtags motivated her to read a text. Based on the results of this study, students could benefit from teachers reading the novels that they recommend to students, in their entirety, so that they can provide a more thorough plot overview and discussion.

**Reading Profiles.** Reading profiles can be beneficial in understanding student perceptions of reading motivation and reading characteristics (Jang & Henretty, 2019). Qualitative participants expressed several characteristics in different content areas and varying perceptions of reading motivations. One student expressed enjoying reading in her English class but described reading in her principles of education and training class as boring, stating “When I get bored of something, I don’t want anything to do with it.” Another student described her reading efficacy being influenced by reading challenge, as it relates to vocabulary words. Based on findings from this study, teachers could benefit from assessing students’ perceptions of reading motivation for each content area. The literature review in the current research study provided examples of several reading profiles (Jang & Henretty, 2019; Quirk et al., 2020; and Guthrie, Coddington & Wigfield, 2009) that could be utilized. Once reading profiles are developed, teachers can gain insight on how their students are motivated and modify their lessons to reflect motivation needs.

**Classroom Environment and Teacher Characteristics.** Teachers impact the classroom environment and student social-emotional development by developing and maintaining a good rapport and safe classroom climate (Shewark., Zinsser, & Denham, 2018). Qualitative participants expressed their relationship with teachers. One student described her experience reading with a teacher stating, “I chose a book that was way too advanced for my reading level, but she just sat there patiently and just read it.” Another participant described how his teacher combined reading and weekly wellness checks.

This allowed for self-assessment and for him to read on ways of bettering himself. Another student described the importance of receiving encouragement from his teachers as a way to motivate him to read. This student also expressed the importance of the physical classroom feeling like a welcoming space to read. Based on the results of this research study, patience was a characteristic that students valued in teachers, as well as the overall environment of the classroom. In addition, teachers should be mindful of their learning environments and creating a safe and inviting space for learning and reading materials.

### **Implication for Curriculum Designers**

**Culturally Relevant Texts.** Curriculum designers may also include teachers. This study revealed the need for culturally relevant texts and their influence on student reading perceptions (Thomas, 2019). Culturally relevant texts are not limited to race and ethnicity. Several qualitative participants of this study expressed reading materials that they could relate to personally. Personal connections included being able to relate based on gender and life experiences as a teenager. Based on responses from students, culturally relevant text could include the overall culture of a teenager. Highly motivated students relate to characters and make real-life connections to reading materials (Quirk et al., 2020).

**Reading Assignments.** Curriculum designers should also consider the types of assignments that are associated with the reading. Students who are given a variety of assignments to choose from as more likely to engage (Dennis, 2017). Qualitative participants in the current research study enjoyed several types of assignments connected to readings, which included note taking, projects, and posters. The majority of students also expressed completing assignments on their laptops, electronically. Based on the results of the current research study, students could benefit from being motivated to

complete an assignment if given several assignments to choose from which include both print and electronic options.

### **Implications for Principals**

**Curriculum Development.** Principals influence the development of curriculum in a school (Edigar, 2014). This study revealed the need to understand student perceptions of reading motivation, as reading motivation could be an important aspect of improving low reading levels in adolescent readers (Troyer, 2017). Students, teachers, and curriculum developers could benefit from having principals actively involved and in support of assessing reading motivation and leading in finding ways to implement best practices based on reading motivation findings into curriculum. Principals could also provide teachers with professional development opportunities focused on reading motivation analysis, and ample planning time to determine how to apply the findings of student reading motivation to daily instruction.

### **Recommendations for Future Research**

The evidence and findings of this study included obtaining both quantitative and qualitative data from students. The findings provided data on student reading perceptions and the influence of reading motivation. However, future research will help to continue gathering knowledge on this topic. The following recommendations are based on the data and evidence from this study.

This study included three participating high schools from a large urban school district in southeast Texas, results are limited to this demographic of students. In addition, 99 students participated in the quantitative portion of this study, and 8 students participated in the qualitative portion of this student. Data collection from a larger population may show different results. The first recommendation for future research would be to include more high schools, with more adolescent participants.

The second recommendation for future research is to include a reading achievement element and assess a possible relationship between reading achievement and reading motivation. Reading achievement measures could include standardized tests, grades, or other forms of achievement. In addition, the third recommendation for future research could include analyzing teachers' beliefs of student motivation and performance, in comparison to self-concepts of students. The fourth recommendation for future research is to collect African American and Latinx student perceptions of reading motivation data across high school content areas. This type of research would provide more insight on both teacher and student perspectives.

The current research study presents and analyzes student perceptions of reading motivation and shows which types of reading motivation are more likely to influence reading. The last recommendation for future research is to dive more deeply into the reasons why certain types of reading motivation influence AA and Latinx students more than others. Understanding the reason would allow for a greater understanding of student reading perceptions.

### **Conclusion**

The influence of reading motivation on student reading perceptions, on African Americans and Latinx students, between genders and across grade levels, was researched in this study. Student perceptions indicated an influence of several types of reading motivation in African American and Latinx students between genders and across 9<sup>th</sup> -11<sup>th</sup> grades. This study could be beneficial to educators, curriculum designers, other members of the education community, and to the overall discussion of reading motivation between ethnicities.

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## APPENDIX A:

### MOTIVATIONS FOR READING QUESTIONNAIRE (MRQ)

#### Motivations for Reading Questionnaire

1. Respond to each statement

	Very different from me	A little different from me	A little like me	A lot like me
I like being the best at reading.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I like it when the questions in books make me think.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I read to improve my grades.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
If the teacher discusses something interesting I might read more about it.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I like hard, challenging books.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I enjoy a long involved story or fiction book.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I know that I will do well in reading next year.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
If a book is interesting I don't care how hard it is to read.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I try to get more answers right than my friends.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have favorite subjects that I like to read about.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I visit the library often with my family.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I make pictures in my mind when I read.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I don't like reading something when the words are too difficult.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I enjoy reading books about people in different countries.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

I am a good reader.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I usually learn difficult things by reading.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
It is very important to me to be a good reader.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My parents often tell me what a good job I am doing in reading.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I read to learn new information about topics that interest me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
If the project is interesting, I can read difficult material.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I learn more from reading than most students in the class.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I read stories about fantasy and make believe.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I read because I have to.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I don't like vocabulary questions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I like to read about new things.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I often read to my brother or my sister.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In comparison to other activities I do, it is very important to me to be a good reader.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I like having the teacher say I read well.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I read about my hobbies to learn more about them.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I like mysteries.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

2. Respond to each statement

	Very different from me	A little different from me	A little like me	A lot like me
My friends and I like to trade things to read.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Complicated stories are no fun to read.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I read a lot of adventure stories.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I do as little schoolwork as possible in reading.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel like I make friends with people in good books.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Finishing every reading assignment is very important to me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My friends sometimes tell me I am a good reader.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Grades are a good way to see how well you are doing in reading.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I like to help my friends with their schoolwork in reading.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I don't like it when there are too many people in the story.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am willing to work hard to read better than my friends.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I sometimes read to my parents.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I like to get compliments for my reading.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
It is important for me to see my name on a list of good readers.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

I talk to my friends about what I am reading.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I always try to finish reading on time.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am happy when someone recognizes my reading.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I like to tell my family about what I am reading.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I like being the only one who knows an answer on something we read.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I look forward to finding out my reading grade.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I always do my reading work exactly as the teacher wants it.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I like to finish my reading before other students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My parents ask me about my reading grade	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

3. What is your alpha-numeric name? (See message in TEAMS chat)

4. Which race/ethnicity do you identify with most?

- ☐ Black or African American
- ☐ Hispanic or Latinx
- ☐ Other

5. What gender/sex do you identify with?

- ☐ Male
- ☐ Female
- ☐ Other (please specify)

6. What is your current age?

- ☐ 13 ☐ 16
- ☐ 14 ☐ 17
- ☐ 15 ☐ 18

7. What is your current grade level

- ☐ Ninth (9th)
- ☐ Tenth (10th)
- ☐ Eleventh (11th)
- ☐ Twelfth (12th)

8. Reference (Leave Blank)

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for use other than  
research purposes

Wigfield, A., & Guthrie,  
J.T. (1997). Relations of  
children's motivation  
for reading to the  
amount and breadth  
of their reading.  
Journal of Educational  
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432.

APPENDIX B:

ADOLESCENT MOTIVATION TO READ PROFILE – CONVERSATIONAL  
INTERVIEW QUESTIONS

**Figure 2**  
**Adolescent Motivation to Read Profile**  
**conversational interview**

---

Name \_\_\_\_\_

**A. Emphasis: Narrative text**  
Suggested prompt (designed to engage student in a natural conversation): I have been reading a good book. I was talking with...about it last night. I enjoy talking about what I am reading with my friends and family. Today, I would like to hear about what you have been reading and if you share it.

1. Tell me about the most interesting story or book you have read recently. Take a few minutes to think about it (wait time). Now, tell me about the book.

Probe: What else can you tell me? Is there anything else?

2. How did you know or find out about this book?

(Some possible responses: assigned, chosen, in school, out of school)

3. Why was this story interesting to you?

**B. Emphasis: Informational text**  
Suggested prompt (designed to engage student in a natural conversation): Often we read to find out or learn about something that interests us. For example, a student I recently worked with enjoyed reading about his favorite sports teams on the Internet. I am going to ask you some questions about what you like to read to learn about.

1. Think about something important that you learned recently, not from your teacher and not from television, but from something you have read. What did you read about? (Wait time.) Tell me about what you learned.

Probe: What else could you tell me? Is there anything else?

2. How did you know or find out about reading material on this?

(Some possible responses: assigned, chosen, in school, out of school)

*(continued)*



**Figure 2 (continued)**  
**Adolescent Motivation to Read Profile**  
**conversational interview**

---

3. Why was reading this important to you?

C. Emphasis: General reading

1. Did you read anything at home yesterday? What?

2. Do you have anything at school (in your desk, locker, or book bag) today that you are reading?

Tell me about them.

3. Tell me about your favorite author.

4. What do you think you have to learn to be a better reader?

5. Do you know about any books right now that you'd like to read?

Tell me about them.

6. How did you find out about these books?

7. What are some things that get you really excited about reading?

Tell me about....

*(continued)*

**Figure 2 (continued)**  
**Adolescent Motivation to Read Profile**  
**conversational interview**

---

8. Who gets you really interested and excited about reading?

Tell me more about what they do.

9. Do you have a computer in your home?

*If they answer yes, ask the following questions:*

How much time do you spend on the computer a day?

What do you usually do?

What do you like to read when you are on the Internet?

*If they answer no, ask the following questions:*

If you did have a computer in your home, what would you like to do with it?

Is there anything on the Internet that you would like to be able to read?

D. Emphasis: School reading in comparison to home reading

1. In what class do you most like to read?

Why?

2. In what class do you feel the reading is the most difficult?

Why?

*(continued)*

**Figure 2 (continued)**  
**Adolescent Motivation to Read Profile**  
**conversational interview**

---

3. Have any of your teachers done something with reading that you really enjoyed?

Could you explain some of what was done?

4. Do you share and discuss books, magazines, or other reading materials with your friends outside of school?

What?

How often?

Where?

5. Do you write letters or email to friends or family?

How often?

6. Do you share any of the following reading materials with members of your family: newspapers, magazines, religious materials, games?

With whom?

How often?

7. Do you belong to any clubs or organizations for which you read and write?

Could you explain what kind of reading it is?

---

Note. Adapted with permission from the Motivation to Read Profile (Gambrell, Palmer, Codling, & Mazzoni, 1996)

APPENDIX C:  
ADOLESCENT PARTICIPANT CONSENT/ASSENT FORM TO PARTICIPATE IN  
EDUCATION RESEARCH

**Adolescent Participant Assent Form to Participate in Education Research**

You are being asked to participate in the project described below. Participation in the study is voluntary. You may stop or quit the study at any time. Please let me know if you have any further questions or concerns.

**Title of Study:** THE INFLUENCE OF READING MOTIVATION ON AFRICAN AMERICAN AND LATINX HIGH SCHOOL STUDENTS' READING PERCEPTIONS ACROSS GRADE LEVELS AND BETWEEN GENDERS

**Student Researcher:**

Emeralle Kirksey, M.A.

SOE University of Houston-Clear Lake  
Lake

586-744-3022

[Kirksey7621@uhcl.edu](mailto:Kirksey7621@uhcl.edu)

[Emeralle.kirksey@houstonisd.org](mailto:Emeralle.kirksey@houstonisd.org)

**Faculty Sponsor:**

Michelle Peters, Ed.D.

SOE University of Houston-Clear

281-283-7600

[PetersM@uhcl.edu](mailto:PetersM@uhcl.edu)

**Purpose:** The purpose of this study will be to examine the influence of reading motivation on African American and Latinx high school students across grade levels and between genders

**Procedures:** You will be asked to participate in completing the *Motivations for Reading Questionnaire* (MRQ) survey. The survey will be administered once during the first semester of the school year and will assess different aspects of reading motivation for students. It will take about 30 minutes to complete.

In addition, 16 students will be asked to participate in a conversational interview through Microsoft teams. Your child may be asked to participate. The interview session will assess student self-perception and value of reading and will be 30 minutes long. Administration of the questionnaire and conversational interview will be at a designated

time agreed on by the teachers, administration, participants, and the researcher.

All information obtained will remain confidential and no responses will be directly linked to yourself or your child. All students will receive alpha-numeric names to protect their identities. The data collected will be used for educational purposes only and for advancements in reading motivation and achievement.

You are making a decision about allowing your child to participate in this study which includes the *Motivations for Reading Questionnaire* and the possibility of being chosen to participate in the *Adolescents Motivation for Reading Profile*. Your signature below indicates that you have read the information provided above and have decided to allow your child to participate in the study. You are free to withdraw consent for your child to participate in this study at any time by using the above contact information for the student researcher.

---

Printed Name and Signature of Assenting Adolescent

Student

Date

---

Printed Name and Signature of Parent or Guardian

Date

---

Signature of Researcher

Date

THE UNIVERSITY OF HOUSTON-CLEAR LAKE (UHCL) COMMITTEE FOR PROTECTION OF HUMAN SUBJECTS HAS REVIEWED AND APPROVED THIS PROJECT. ANY QUESTIONS REGARDING YOUR RIGHTS AS A RESEARCH SUBJECT MAY BE ADDRESSED TO THE UHCL COMMITTEE FOR THE PROTECTION OF HUMAN SUBJECTS (281-283-3015). ALL RESEARCH PROJECTS THAT ARE CARRIED OUT BY INVESTIGATORS AT UHCL ARE GOVERNED BY REQUIREMENTS OF THE UNIVERSITY AND THE FEDERAL GOVERNMENT. (FEDERALWIDE ASSURANCE # FWA00004068)

**FORMULARIO DE CONSENTIMIENTO / ASENTIMIENTO DE PARTICIPANTE PARA  
PARTICIPAR EN INVESTIGACIONES EDUCATIVAS**

**Formulario de consentimiento del participante adolescente para participar en la investigación sobre  
educación**

Se le pide que participe en el proyecto que se describe a continuación. Participación en el estudio de forma voluntaria. Puede interrumpir o abandonar el estudio en cualquier momento. Hágame saber si tiene más preguntas o inquietudes.

**Título del estudio:** LA INFLUENCIA DE LA MOTIVACIÓN DE LA LECTURA EN LAS PERCEPCIONES DE LECTURA DE LOS ESTUDIANTES AFROAMERICANOS E HISPANOS DE LA ESCUELA SECUNDARIA EN TODOS LOS NIVELES DE GRADO Y ENTRE GÉNEROS

**Investigador Estudiante:**

Emeralle Kirksey, M.A.

SOE University of Houston-Clear Lake

586-744-3022

[Kirksey7621@uhcl.edu](mailto:Kirksey7621@uhcl.edu)

[Emeralle.kirksey@houstonisd.org](mailto:Emeralle.kirksey@houstonisd.org)

**Patrocinador de la Facultad:**

Michelle Peters, Ed.D.

SOE University of Houston-Clear Lake

281-283-7600

[PetersM@uhcl.edu](mailto:PetersM@uhcl.edu)

**Propósito:** El propósito de este estudio será examinar la influencia de la motivación lectora en los estudiantes afroamericanos e hispanos de secundaria en todos los grados y entre géneros

**Procedimientos:** Se le pedirá que participe en completar la encuesta Cuestionario de motivación para la lectura (MRQ). La encuesta se administrará una vez durante el primer semestre del año escolar y evaluará diferentes aspectos de la motivación lectora de los estudiantes. Tardará unos 30 minutos en completarse. Además, se pedirá a 16 estudiantes que participen en una entrevista conversacional a través de Microsoft Teams. Es posible que se le pida a su hijo que participe. La sesión de entrevistas evaluará la autopercepción del estudiante y el valor de la lectura y tendrá una duración de 30 minutos. La administración del

cuestionario y la entrevista conversacional será en un horario designado acordado por los profesores, la administración, los participantes y el investigador.

Toda la información obtenida será confidencial y ninguna respuesta estará directamente relacionada con usted o su hijo. Todos los estudiantes recibirán nombres alfanuméricos para proteger sus identidades. Los datos recopilados se utilizarán solo con fines educativos y para avances en la motivación y el rendimiento de la lectura.

Está tomando la decisión de permitir que su hijo participe en este estudio que incluye el Cuestionario de Motivación para la Lectura y la posibilidad de ser elegido para participar en el Perfil de Motivación para la Lectura de los Adolescentes. Su firma a continuación indica que ha leído la información proporcionada anteriormente y ha decidido permitir que su hijo participe en el estudio. Usted es libre de retirar el consentimiento para que su hijo participe en este estudio en cualquier momento utilizando la información de contacto anterior del estudiante investigador.

---

Nombre y firma del estudiante adolescente que da su  
consentimiento

Fecha

---

Nombre en letra de imprenta y firma del padres

Fecha

---

Firma del investigador

Fecha

EL COMITÉ DE PROTECCIÓN DE SUJETOS HUMANOS DE LA UNIVERSIDAD DE HOUSTON-  
CLEAR LAKE (UHCL) HA REVISADO Y APROBADO ESTE PROYECTO. CUALQUIER  
PREGUNTA CON RESPECTO A SUS DERECHOS COMO SUJETO DE INVESTIGACIÓN PUEDE  
SER DIRIGIDA AL COMITÉ DE LA UHCL PARA LA PROTECCIÓN DE SUJETOS HUMANOS (281-  
283-3015). TODOS LOS PROYECTOS DE INVESTIGACIÓN QUE REALIZAN LOS

INVESTIGADORES DE UHCL SE RIGEN POR REQUISITOS DE LA UNIVERSIDAD Y DEL  
GOBIERNO FEDERAL. (FEDERALWIDE ASSURANCE # FWA00004068)



## APPENDIX D:

### PERMISSION FOR USE OF MOTIVATIONS FOR READING QUESTIONNAIRE

---

**From:** [Kirksey, Emeralle Jean](mailto:Kirksey.EmeralleJean)  
**Sent:** Thursday, January 14, 2021 12:15 PM  
**To:** [awigfiel@umd.edu](mailto:awigfiel@umd.edu); [jguthrie@umd.edu](mailto:jguthrie@umd.edu)  
**Subject:** Permission Request to Use the Motivations for Reading Questionnaire in a Doctoral Dissertation

Dear Dr. Guthrie and Dr. Wigfield,

I am a doctoral candidate at the University of Houston-Clear Lake, completing a dissertation in Educational Leadership. I am writing to ask written permission to use the Motivations for Reading Questionnaire (MRQ) in my research study on the Impact of Reading Motivation on African American and Latinx High School Students' Reading Perceptions Across Grade Levels and Between Genders. My research is being supervised by my professors, Dr. Michelle Peters, and Dr. Roberta Raymond.

My research study will consist of two constructs: (a) reading motivation and (b) student reading perceptions. I plan to use the entire questionnaire from the revised version of the MRQ for this study. I will administer the survey to African American and Latinx 9<sup>th</sup>-12<sup>th</sup> grade students, in an urban school district, in Southeast Texas.

In addition to using the instrument, I also ask your permission to reproduce it in my dissertation appendix. The dissertation will be published in the UHCL Institutional Repository at <https://uhcl-ir.tdl.org/uhcl-ir/> and deposited in the ProQuest Dissertations & Theses database.

I would like to use [and reproduce] the Motivations for Reading Questionnaire under the following conditions:

- I will use the Motivations for Reading Questionnaire only for my research study and will not sell or use it for any other purposes.
- I will include a statement of attribution and copyright on all copies of the instrument. If you have a specific statement of attribution that you would like for me to include, please provide it in your response.
- At your request, I will send a copy of my completed research study to you upon completion of the study and/or provide a hyperlink to the final manuscript.

If you do not control the copyright for these materials, I would appreciate any information you can provide concerning the proper person or organization I should contact.

If these are acceptable terms and conditions, please indicate so by replying to me through e-mail at [KirkseyE7621@UHCL.edu](mailto:KirkseyE7621@UHCL.edu).

Sincerely,

Emeralle Kirksey

University of Houston – Clear Lake

---

**From:** John T. Guthrie <[jguthrie@umd.edu](mailto:jguthrie@umd.edu)>  
**Sent:** Friday, January 15, 2021 8:41:06 AM  
**To:** Kirksey, Emeralle Jean <[KirkseyE7621@UHCL.edu](mailto:KirkseyE7621@UHCL.edu)>  
**Cc:** Allan L. Wigfield <[awigfiel@umd.edu](mailto:awigfiel@umd.edu)>  
**Subject:** RE: Permission Request to Use the Motivations for Reading Questionnaire in a Doctoral Dissertation

Hello Emeralle,

You are permitted to use the MRQ for research under the conditions you propose, which consist of the following:

- I will use the Motivations for Reading Questionnaire only for my research study and will not sell or use it for any other purposes.
- I will include a statement of attribution and copyright on all copies of the instrument. If you have a specific statement of attribution that you would like for me to include, please provide it in your response.

Sincerely,

John Guthrie

APPENDIX E:

PERMISSION FOR USE OF ADOLESCENT MOTIVATIONS TO READ PROFILE

---

JOHN WILEY AND SONS LICENSE  
TERMS AND CONDITIONS

May 22, 2021

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This Agreement between Ms. Emeralle Kirksey ("You") and John Wiley and Sons ("John Wiley and Sons") consists of your license details and the terms and conditions provided by John Wiley and Sons and Copyright Clearance Center.

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