1996

The perceived value of reading among at-risk students

Lorraine Marie Rehm

Follow this and additional works at: http://scholarworks.lib.csusb.edu/etd-project
Part of the Reading and Language Commons

Recommended Citation

This Thesis is brought to you for free and open access by the John M. Pfau Library at CSUSB ScholarWorks. It has been accepted for inclusion in Theses Digitization Project by an authorized administrator of CSUSB ScholarWorks. For more information, please contact scholarworks@csusb.edu.
THE PERCEIVED VALUE OF READING AMONG AT-RISK STUDENTS

A Thesis
Presented to the
Faculty of
California State University,
San Bernardino

In Partial Fulfillment
of the Requirements for the Degree
Master of Arts
in
Education

by
Lorraine Marie Rehm
June 1996
THE PERCEIVED VALUE OF READING AMONG AT-RISK STUDENTS

A Thesis
Presented to the
Faculty of
California State University,
San Bernardino

by

Lorraine Marie Rehm
June 1996
Approved by:

Patricia Kelly, First Reader
Patricia Kelly, First Reader

Iris Riggs, Second Reader
ABSTRACT

Studies have shown that affective factors such as values, attitudes, motivations, and desires influence students' experiences with reading and academic achievement (Henk & Melnick, 1995). Since the value that students place on reading can influence their experience with reading, it is important for all students, regardless of socioeconomic background, to value reading.

A number of things influence the value students place on reading. For example, literacy experiences children encounter in their homes have been associated with the development of high values and positive attitudes toward reading. However, there has been contrasting evidence about the extent to which low socioeconomic families provide literacy materials and experiences for their children. A lack of literacy materials and experiences at home could put children at-risk for reading literacy and at-risk for school failure. Several factors have been cited that place children at-risk in school including: 1) living in a low socioeconomic family; 2) living in a single parent household; 3) performing below grade level in school; 4) attending school on an irregular basis; or 5) being of an ethnic minority.

This survey study examined the perceived value of reading between two groups of at-risk students: those who have been performing at or above grade level in reading, and those performing below grade level in reading. The subjects in this study consisted of 74 at-risk students.
approximately half of whom were classified in each of the two aforementioned groups (38 and 36 respectively). They were enrolled in grades four through six at a public elementary school in San Bernardino County.

Each subject completed a Perceived Value of Reading Survey that utilized a five point Likert scale. The survey consisted of 27 questions designed to examine students' attitudes about the value of reading. Of the 27 questions, 19 were used in the study. Percentages were generated from the responses of the two groups for each survey question that measured the perceived value of reading. A Mann-Whitney Rank Test was used to determine if there was a significant difference in the responses between the two groups of at-risk students.

For the most part, the differences found in responses between the two groups were not significant. However, statistically significant differences in the perceived value of reading by at-risk students who read at or above grade level and those who read below grade level were found on only one item: statement 10, "I can do well in school even if I cannot read that well." This statement elicited significantly different mean responses from the two groups (p=.0465). Two other questions: "Reading the newspaper is important so I can learn about current events" (p=.0614), and "Parents should read books to their children" (p=.0651), attained borderline statistically significant differences. Although statistically significant differences were not found between the responses of the two groups of readers in regard discounted.
to these two statements, differences in the percentages of their responses were found between the two groups. Basically, both groups of at-risk students held similar beliefs about the value of reading.
# TABLE OF CONTENTS

ABSTRACT ........................................................................................................ iii

LIST OF TABLES ............................................................................................... viii

CHAPTER ONE

Introduction ........................................................................................................ 1
  Statement of the Problem ................................................................................ 1
  Significance of Proposed Study ...................................................................... 2
  Null Hypothesis ............................................................................................ 3
  Definition of Terms ....................................................................................... 4

CHAPTER TWO

Review of Literature .......................................................................................... 5
  Characteristics of At-Risk Students .............................................................. 5
  Literacy Among At-Risk Families ............................................................... 6
  Affective Influences on Reading Achievement ........................................... 10

CHAPTER THREE

Methodology ....................................................................................................... 14
  Site Selection ................................................................................................. 14
  Subjects ......................................................................................................... 14
  Measuring Instrument .................................................................................. 15
  Procedure ...................................................................................................... 16

CHAPTER FOUR

Analysis of Data ............................................................................................... 18
  Data Presentation .......................................................................................... 18
  Presentation of Findings ............................................................................... 19

CHAPTER FIVE

Significance of Results .................................................................................... 27
  Interpretations of Findings .......................................................................... 27
LIST OF TABLES

Table B1: Percentages of Responses by At-Risk Students At/Above and Below Grade Level in Reading for Statement One..........................39

Table B2: Percentages of Responses by At-Risk Students At/Above and Below Grade Level in Reading for Statement Two..........................40

Table B3: Percentages of Responses by At-Risk Students At/Above and Below Grade Level in Reading for Statement Four..........................41

Table B4: Percentages of Responses by At-Risk Students At/Above and Below Grade Level in Reading for Statement Five..........................42

Table B5: Percentages of Responses by At-Risk Students At/Above and Below Grade Level in Reading for Statement Six..........................43

Table B6: Percentages of Responses by At-Risk Students At/Above and Below Grade Level in Reading for Statement Seven..........................44

Table B7: Percentages of Responses by At-Risk Students At/Above and Below Grade Level in Reading for Statement Nine..........................45

Table B8: Percentages of Responses by At-Risk Students At/Above and Below Grade Level in Reading for Statement Ten..........................46

Table B9: Percentages of Responses by At-Risk Students At/Above and Below Grade Level in Reading for Statement Eleven..........................47

Table B10: Percentages of Responses by At-Risk Students At/Above and Below Grade Level in Reading for Statement Thirteen..........................48

Table B11: Percentages of Responses by At-Risk Students At/Above and Below Grade Level in Reading for Statement Fourteen..........................49

Table B12: Percentages of Responses by At-Risk Students At/Above and Below Grade Level in Reading for Statement Seventeen..........................50
Table B13: Percentages of Responses by At-Risk Students At/Above and Below Grade Level in Reading for Statement Eighteen

Table B14: Percentages of Responses by At-Risk Students At/Above and Below Grade Level in Reading for Statement Nineteen

Table B15: Percentages of Responses by At-Risk Students At/Above and Below Grade Level in Reading for Statement Twenty-One

Table B16: Percentages of Responses by At-Risk Students At/Above and Below Grade Level in Reading for Statement Twenty-Two

Table B17: Percentages of Responses by At-Risk Students At/Above and Below Grade Level in Reading for Statement Twenty-Three

Table B18: Percentages of Responses by At-Risk Students At/Above and Below Grade Level in Reading for Statement Twenty-Four

Table B19: Percentages of Responses by At-Risk Students At/Above and Below Grade Level in Reading for Statement Twenty-Seven

ix
CHAPTER ONE

Introduction

Statement of the Problem

The attitudes, values, and beliefs that students possess towards subject matter in school can have a profound effect on how well they perform in school. Currently, the powerful impact that attitudes, beliefs, values, desires, and motivation exert on literacy has begun to receive the attention that it deserves (Henk, 1996). Since valuing a task contributes to students' performance on the task, it is important that the value of a task is clearly illustrated to students.

One such academic area that should receive active promotion from both the home and school communities is the value of reading. Students tend to become at-risk in reading when they fail to associate reading as a means of both gaining information and as a source of enjoyment (Vacca & Padak, 1990). If students value the importance of reading, they read more often and with more enthusiasm (Henk & Melnick, 1995). This increased amount of time spent reading provides improvement in reading (Allington, 1983). This is important because the reading ability among students is a significant indicator for their success in school.

Unfortunately, there are students at-risk in the area of reading because they may come from literacy-impoverished homes, lack experience with literacy materials, or may just
not be interested in reading and writing (Spiegell, 1995). Not only are students at-risk for reading literacy, but they are also at-risk for school failure. Students may be at-risk for being successful in school because of the many risk factors that may apply to them. For instance, they may be from a low socioeconomic family, have parents with limited education, live in a single family home, perform below grade level in school, attend school on an irregular basis, or be of an ethnic minority (Pallas, Natriello, and McDill, 1988; Slavin, 1989).

An important factor that contributes to literacy acquisition and early values placed on reading is the literacy environment of the home. There are contrasting beliefs about the amount of literacy support that children from low socioeconomic households experience throughout their school careers (Neauman, 1986, 1993; Teale, 1986). Although many believe that impoverished home environments do not provide sufficient literacy experiences for children, several researchers have shown that low socioeconomic homes do promote literacy through a wide variety of printed materials (Gates, L’Allier, & Smith, 1995; Taylor & Gaines, 1988).

Significance of Proposed Study

It is critical that low socioeconomic families promote the value and worth of reading as a tool for lifelong learning. The significance of this study is to determine the relationship between reading ability and the value placed on reading by at-risk students. Since all students, regardless
of their socioeconomic background, should value reading as a source of information and enjoyment, the purpose of this study is to determine whether or not at-risk students who are performing at or above grade level in reading and at-risk students who are performing below grade level in reading hold similar or different beliefs about the value, or worth, of reading. Both groups of at-risk students will respond to a Perceived Value of Reading Survey that was designed to indicate the extent to which reading is perceived to be valuable by the students; the value of reading relates to the worth or attractiveness that an individual student attaches to reading.

If there is a difference related to the value of reading among those at-risk students who are at or above grade level in reading and those at-risk students who are below grade level in reading, then educators will want to develop approaches that will teach the importance and benefits of reading, as well as intervene with quality programs targeted towards at-risk readers. Along with that, parents and teachers will need to promote the high value of reading among the at-risk population rather than assume that they cannot be successful readers because of the risk factors that apply to them.

**Null Hypothesis**

There will be no difference in the perceived value of reading among at-risk students, who are at or above grade level in reading, and at-risk students who are below grade level in reading as indicated by a Lickert Scale Perceived
Value of Reading Survey.

Definition of Terms
For this study, the following definitions apply:

Affective factors are those beliefs related to students' values, attitudes, desires, and motivations.

At-risk students are students who experienced two of the following four risk factors:
A. Low socioeconomics- students who qualified for free or reduced lunch.
B. Minority students- students of ethnic background other than Anglo.
C. Title I students- students who qualified for Title I services because they performed below the 43rd normal curve equivalency (NCE) in reading comprehension or mathematics concepts/applications on the Comprehensive Test of Basic Skills (CTBS).
D. Excessive Absenteeism- students who have been absent or tardy 25% of the days in one school month or on a regular basis.

Literacy Environment is the environment in which printed material is available and used by both children and adults.

Title I is a program intended to expand and improve the educational opportunities of educationally disadvantaged students.

Value relates to the worth or attractiveness that an individual student attaches to reading.
CHAPTER TWO

Review of Literature

Characteristics of At-Risk Students

In most classrooms throughout our schools, there are students who are at-risk for school failure. Many of them are at-risk because they do not have the necessary reading skills or attitudes to become successful readers. It may be difficult for at-risk students to read, comprehend, enjoy, and find value in reading. The term at-risk has been used to include a variety of conditions beyond reading achievement; however, there is not a single definition used by educators to describe students at-risk. For example, at-risk students have been defined by Slavin (1989) as students who would probably not graduate from high school due to the following risk factors: low achievement, retention in grade, behavior problems, poor attendance, low socioeconomic status, and attendance at schools with large numbers of poor students. In another study (Danielson & Tighe, 1991) the subjects were considered at-risk because they lived in an inner city neighborhood and did not have the literacy support from their families that many other children had. According to Pallas, Natriello, and McDill (1989) specific factors associated with being at-risk include membership in a racial or ethnic minority, low socioeconomic status, single parent in the home, and low educational attainment by one or both parents.

With so many factors associated with the term at-risk, it is not uncommon for children to be at-risk at sometime.
during their educational experience. As stated in the report of the New York Education Commissioner's Task Force on the Education of Children and Youth At-Risk (1988), "with extremely high rates of family dissolution, mental health problems, substance abuse, and adolescent pregnancies, few children are risk free." Additionally, the report showed correlations between academic success and socioeconomic status and race. It has been found that for each year a child lives in poverty, the likelihood that he or she will perform below grade level is increased by two percent.

Although students are identified as being at-risk by a wide range of criteria in terms of succeeding in education, other factors, not related to socioeconomics, race, or parental education, can determine a child's success in school, especially in the area of reading. Early literacy experiences provided by parents before children enter school are important in laying the foundation for literacy acquisition. Such literacy experiences include the following: parents reading to children at a young age, providing and utilizing reading material, modeling reading, and engaging their children in meaningful conversations about the adventures of reading. With the appropriate early literacy experiences at home, children begin the early years of their education ready and motivated to learn and value reading.

**Literacy Among At-Risk Families**

There are contrasting beliefs about the literacy experiences of children who are from low socioeconomic families. At all socioeconomic levels, families differ in
the amount and type of literacy activities they share with their children, but such exposure is least frequent among poorer families (Teale, 1986). It is assumed by many that children from low socioeconomic homes do not receive quality early literacy experiences. The contention is that children from low socioeconomic environments experience very few, or no, literacy events at home (Neuman, 1993). As indicated in "A Portrait of Parents of Successful Readers" (Spiegol, 1992), for many years it was assumed that individuals of low socioeconomic status would also have lower levels of reading achievement, and therefore, would provide impoverished literacy environments for their children.

Unfortunately, there is a common belief that all students from low socioeconomic homes have little, if any, printed material in their homes that could be used as a source of support for literacy activities. However, researchers Taylor and Dorsey-Gaines adamantly believe from their experience in the Shay Avenue study of family literacy among inner-city families (1988), that low socioeconomic families are active members in a print community in which literacy is used for a wide variety of social, technical, and aesthetic purposes. Gates, et al (1995) also found in their study entitled "Literacy at the Harts’ and Larsons’: Diversity Among Poor, Inner city Families," that literacy practices among low socioeconomic families varied dramatically. Among the four low socioeconomic homes that were studied for the ways they used print in their daily lives, there were wide discrepancies. It was found that on
average, the two high literacy families engaged in eight times more literacy events per hour than did the two low literacy families. It was also found that for the high literacy families, print permeated their lives. On the other hand, in the low literacy families print was only used in some family activities.

From the aforementioned studies, (Gates, et al., 1995; Speigel, 1992; Taylor & Gaines, 1988), it is evident that all low socioeconomic families are not alike in terms of literacy experiences. Low socioeconomics families can and do use print in their daily lives to provide early literacy experiences for their children. Taylor and Gaines (1988), argued that sex, race, economic status, and setting cannot be used as significant correlates of literacy. Gates, et al. (1995) warn educators that it is family literacy practices which determine children’s experiences with print in the home, and not socioeconomic status that affects children’s success as readers. Furthermore, they contend that all the ways that foster successful reading can be practiced in both affluent and low socioeconomic homes.

On the other hand, there are also low socioeconomic households where little emphasis is placed on providing print that can be used to foster early literacy experiences for children. While the aforementioned studies show contrasting evidence regarding socioeconomics and reading, research has indicated that there is a strong relationship between reading and socioeconomic status. For example, studies by Spiegel (1992), and Neuman (1986), reported that there was a
relationship between socioeconomic status and reading achievement. It has been suggested in the literature that the higher the level of socioeconomic status and the higher the level of parental educational attainment aspirations, the higher the level of students' educational attainment aspirations, as well as actual performance in school (Cummings, 1977). Neuman's research (1986) indicated that children in homes with higher socioeconomic levels had more books, spent more time reading, and participated in more family discussions about books and magazines than did children from low socioeconomic households. It does seem likely that the higher an income a family has, the more reading materials they are able to purchase for their family.

However, it is not the amount of printed books and resources that children have that determine their attitudes and reading achievement. Instead, it is how effectively the reading material is used and valued within the household that determines the quality of literacy practices. Since it is the quality of the literary practices, whether with two books or a hundred books, families from low socioeconomic homes can develop and model positive literary experiences for their children. From the research of Toomey and Sloane (1994) it was found that there are many economically poor people who provide family environments that are supportive of their children's educational success, and many well-to-do families who do not. Research (Spiegel, 1992) has indicated various characteristics of home environments that produce successful readers. They include the following: 1) Parents want their
child to succeed. 2) Parents impart a love of reading and a sense of the value of reading to their children. 3) Parents stress the importance of education and hold high expectations for their children. 4) Parents are willing to spend time, money, and effort to nurture their child's literacy at home through providing children's reading material. 5) Parents serve as role models as readers and read to their children.

It is important, especially in homes where children possess the characteristics of being at-risk for either school or reading failure, for parents to provide a positive literacy environment. They must stress the importance and value of reading. To do so, they have to promote literacy by providing the necessary tools and motivation through active and real life situations in order to help their children develop the perception that reading is valuable and important.

Affective Influences on Reading Achievement

The role of affective factors has been shown to play a part in reading achievement. Research has shown that affective factors, such as attitudes, values, and interests, influence children's academic achievement (Henk & Melnick, 1995). The value, or worth that students place on reading can influence their experience with reading (Gambrell et al., 1996; Henk & Melnick, 1995). Furthermore, research has indicated that students, who perceive reading as valuable and important and who have personally relevant reasons for reading, engage in reading in a more planned and effortful manner (Gambrell et al., 1996). It has also been suggested
that individuals try to attain goals that they find motivating and valuable. Unfortunately, there are many students who are at-risk of reading failure because of motivational reasons (Palmer, Codling, Gambrell, 1994). The ideal reader, as defined in the research of Winn (1985), is one who feels competent and perceives reading as being of personal value and practical importance.

With a positive attitude towards reading, children are more likely to view reading as enjoyable and valuable. Henk and Melnick (1995) found that children who have made positive associations with reading tend to read more often, for longer periods of time, and with greater intensity. Along with this, children, who have not developed positive affective factors towards reading, tend to have less enthusiasm for reading, which can typically cause them to read less often. Since a child's attitude, value, and interest towards reading has a dramatic effect on the amount of reading he/she does, and thus, on reading achievement, it is vital that parents take an active role in molding their child's perception about reading.

Additional evidence about affective factors was rendered in research reported by Vacca and Padak (1990). According to them, it is when parents fail to demonstrate the value and importance of reading that children lose sight of their role as a reader. Vacca & Padak (1990) indicated that students are at-risk in reading when they fail to value reading as a source of information and enjoyment. They found that for some reason, at-risk readers alienated themselves from the
world of print as a means of growth and development, did not believe that reading could help them in school and everyday life, or that reading could be used to solve problems and develop insights. Vacca & Padak (1990) suggested that because of such beliefs, students tended to lack the awareness of how to generate interest in reading. It is when students lose interest in reading that they begin to avoid reading. From that, more of the at-risk characteristics begin to apply to them which leads them to become at-risk for school failure.

It has been well documented in the research that many factors affect reading achievement among students. Parental involvement, early literacy practices, attitudes, interests, and task value all play integral roles in determining reading success among students from all socioeconomic backgrounds. Research has also linked reading achievement to parental involvement. It was shown that children with parental involvement such as modeling reading, reading to children, providing reading materials, and placing a high value on reading, had more of a successful reading experience than those children who lacked parental involvement (Speigal, 1992). Additionally, research literature has reported the vast variations in numbers and types of print used in low socioeconomic homes (Gates et al., 1995; Speigal, 1992; Taylor & Gaines, 1988; Teale, 1986). Furthermore, research has indicated that literacy practices of children cannot be assumed simply by common beliefs about a low socioeconomic environment.
Since affective factors contribute to reading success (Gambrell et al., 1996; Henk & Melnick, 1995; Palmer et al., 1994), parents and teachers can play an integral role in positively shaping children's beliefs and values about reading. By empowering all children, regardless of their socioeconomic background, with positive beliefs, attitudes, values, and motivations towards reading, educators and parents provide the support and environment that is conducive to reading achievement.

Given the mixed review about the relationship between home literacy environments of low socioeconomic children, this study will seek to determine whether or not at-risk students, who are performing at or above grade level in reading, and those performing below grade level in reading, value reading to the same extent.
CHAPTER THREE

Methodology

Site Selection

The site where data was collected was a public elementary school in San Bernardino County, California. At the time of the study, the enrollment of the school was 937 kindergarten through six grade students. The ethnicity of the student population was 68% Hispanic, 22% African American, 9% percent Anglo, and 1% other. Of the total student population, 30.74% of the families qualified for Aid to Families with Dependent Children (AFDC), and among the total student population, 88.58% qualified for the free or reduced lunch program. Fifty-five percent of the total school population in grades kindergarten through six qualified for Title I services. The average daily attendance rate of the students at the site was 92%.

Subjects

The students for this study were selected from grades four through six. A Perceived Value of Reading Survey (see Appendix A) was administered to five intermediate classes selected for their representativness of the school population. All students in the classrooms who had acquired a signed Informed Consent Form from their parents were allowed to answer the survey questions. From the population of students who completed the Perceived Value of Reading Survey, only those surveys completed by students that met two of four following at-risk factors were analyzed and used for
this study; 1) low socioeconomics (student qualified for free of reduced lunch); 2) minority student (student of ethnic background other than Anglo); 3) Title I student (student who qualified for Title I assistance); 4) excessive absenteeism (student who had either missed or been tardy more than 25% of the school days in one month). The survey was administered to 93 students. Of the 93 students, 19 did not meet the criteria for being at-risk. A total of 74 surveys were used in the study. Forty at-risk boys and thirty-four at-risk girls participated in the study. The completed surveys were categorized into two groups: 1) below grade level in reading, and 2) at or above grade level in reading, as determined by individual student’s CTBS reading scores and classroom teacher recommendations. The total number of subjects that were identified as reading below grade level was 36, and 38 subjects were identified as reading at or above grade level.

Measuring Instrument

A Perceived Value of Reading Survey was designed to measure students’ perceived value of reading. The survey utilized a five point Lickert scale using the responses of strongly believe, believe, undecided, disbelieve, and strongly disbelieve. There was a total of twenty-seven items on the survey, nineteen of which were used to determine the extent to which reading was valued among at-risk students.

A pilot study, using the survey, was conducted prior to its use in the larger study. In the pilot study, the survey was administered to a randomly selected group of 20 fourth through sixth graders at the research site, who were not in
the five classes that would be surveyed for the actual study. The pilot study was used to provide feedback about the clarity of the directions and item statements. Completion time of the survey by the sample group was also determined so that subjects in the larger study would have plenty of uninterrupted time to complete the survey.

All questions, with the exception of one, were easily understood by students. The question that was unclear was reworded before the survey was administered to the larger group. The survey took approximately thirty minutes to complete during the pilot administration.

Procedure

The researcher administered the survey to two fourth grades, one fifth grade, and two sixth grades. The classrooms were surveyed one at a time. Only those students who had signed Informed Consent Forms allowing them to participate were surveyed. Each participating student was given a Perceived Value of Reading Survey. The researcher read the directions and each of the twenty-seven items aloud to the students, grouped by classrooms, to assure that students’ reading abilities would not interfere. The following directions were used:

You are about to take a survey that will show how students value reading. Each of you need to be honest about how you feel about each statement I am about to read. There are no right or wrong answers. Circle whether you strongly believe, believe, are undecided, disbelieve, or strongly disbelieve the statements that I read from the survey. Disbelieve and strongly disbelieve means that you do not believe the statement.
I will read each statement twice. Please listen carefully to the statement the first time I read it. The second time I read the statement, you may select and mark your answer. Be sure to circle only one answer. Remember, this is what you believe about the statements, so be sure to be honest with your choice. Let’s try the example statement. I think chocolate ice cream is the best (All responses were read to the students from the survey). Please circle the choice that best describes how you feel about chocolate ice cream; strongly believe, believe, undecided, disbelieve, or strongly disbelieve. Are there any questions?

The administrator of the survey answered any questions raised by the students before beginning to read survey statements for students’ response.
CHAPTER FOUR

Analysis of Data

Data Presentation

Data were analyzed to determine if there were significant differences in responses to survey questions by two groups of at-risk students: 1) those reading at or above grade level, and 2) those reading below grade level. Two separate analyses were conducted with the responses from the Perceived Value of Reading Survey on the following nineteen items: 1, 2, 4, 5, 6, 7, 9, 10, 11, 13, 14, 17, 18, 19, 21, 22, 23, 24, 27 (see Appendix A). First, the percentages of responses by at-risk students reading at or above grade level, and at-risk students reading below grade level were calculated for each of the items (see Appendix B).

Second, the Mann-Whitney Rank Test was utilized to determine if there were significant differences between the two groups of at-risk students’ responses on the five point Likert scale. An alpha level of .05 was used as an indication for statistical significance.

The analysis of the results from the Perceived Value of Reading Survey indicated that the majority of statements did not discern a statistically significant difference in the perceived value of reading between at-risk students reading at or above grade level and at-risk students reading below grade level. Although statistically significant differences were not found between 18 of the 19 items, two statements elicited borderline statistically significant differences,
and one statement resulted in a statistically significant
difference between the two groups. Based on the overall lack
of statistically significant differences between the
responses of the two groups, the null hypothesis was
confirmed in this study.

**Presentation of Findings**

Overall both groups of students tended to respond
similarly to the questions on the survey. However, there
were a few statements in which notable differences in the
responses were found. Results of responses to each question
follow.

**Item 1: Reading is fun.** The majority of all at-risk
students tended to strongly believe or believe that reading
is fun. Of those at-risk student reading at or above grade
level in reading, 89% strongly believed or believed the
statement. Similarly, 81% of those at-risk students reading
below grade level strongly believed or believed the statement
(see Table B1). There was not a statistical difference
between the responses of the two groups of readers.

**Item 2: I will learn more about social studies if I read
different books about social studies.** The responses of the
at-risk students in both reading groups were relatively
similar in response to this statement. Eighty-one percent of
the at-risk students reading at or above grade level,
selected strongly believe or believe for this statement.
Seventy percent of the at-risk students reading below grade
level selected strongly believe or believe (see Table B3).
Interestingly, 18% of at-risk students who were reading at or
above grade level were undecided about this question, and 17% of those at-risk students reading below grade level were undecided concerning this question. There was not a statistical difference between the responses of the two groups of readers.

Item 4: Reading will help me make better decisions.
This statement received similar responses from the two groups as far as the majority of the students strongly believing or believing the question. Sixty-three percent of at-risk students reading at or above grade level strongly believed or believed this statement, while 61% of at-risk students reading below grade level strongly believed or believed this statement (see table B3). However, 24% of at or above grade level readers tended to disbelieve the statement, while 14% of those reading below grade level disbelieved the statement. There was not a statistical difference between the responses of the two groups of readers.

Item 5: Better readers get better grades. The majority of all at-risk students tended to strongly believe or believe the statement. It was interesting to note that poorer readers were more inclined than better readers to select strongly believe and believe. Sixty-one percent of at-risk students at or above grade level in reading and 77% of at-risk students reading below grade level strongly believed or believed this statement. There was not a statistical difference between the responses of the two groups of readers (see Table B4).

Item 6: Reading will increase my ability to use the
computer. The responses for both groups of readers concerning the statement were mixed. At-risk students reading at or above grade level responded as follows: 44% strongly believed or believed the statement, 24% were undecided, and 31% disbelieved or strongly disbelieved the statement. At-risk students reading below grade level responded as follows: 53% strongly believed or believed the statement, 17% were undecided, and 30% disbelieved or strongly disbelieved the statement. There was not a statistical difference between the responses of the two groups of readers (see Table B5).

Item 7: I can gain more knowledge about science if I enjoy reading books about science. The majority of at-risk students from both reading groups strongly believed or believed this statement. Ninety percent of at-risk students reading at or above grade level and 83% of at-risk students reading below grade level strongly believed or believed the statement. There was not a statistical difference between the responses of the two groups of readers (see Table B6).

Item 9: Reading the newspaper is important so that I can learn about current events. There was a larger discrepancy between the responses of the two groups for this statement. A high percentage of at-risk students reading below grade level strongly believed or believed this statement, while only a little more than half of the at-risk students reading at or above grade level strongly believed or believed this statement. The responses for at-risk students reading at or above grade level in reading were: 58% strongly believed or
believed the statement, 21% were undecided, and 22% disbelieved or strongly disbelieved the statement. The responses for at-risk students reading below grade level were: 80% strongly believed or believed the statement, 14% were undecided, and 6% disbelieved or strongly disbelieved the statement. This statement attained a borderline statistically significant difference (p=.0614) between the responses of at-risk students reading at or above grade level, and at-risk students reading below grade level (see Table B7).

Item 10: I can do well in school even if I can not read that well. This was the only item to render a statistically significant difference in the responses between the two reading groups. More at-risk students reading below grade level strongly believed or believed the reverse coded statement than at-risk students reading at or above grade level. Sixty-four percent of at-risk students reading below grade level strongly believed or believed this statement, compared to 47% of at-risk students reading at or above grade level who strongly believed or believed this statement. Furthermore, 45% of at-risk students reading at or above grade level disbelieved or strongly disbelieved the statements, only 23% of at-risk students reading below grade level disbelieved or strongly disbelieved the statement. This statement attained a significantly different response (p=.0465) between at-risk students reading at or above grade level, and at-risk students reading below grade level (see Table B8).
Item 11: I believe that once I graduate, or finish school, I will not have to read anything again unless I want to read it. The majority of all at-risk students tended to disbelieve or strongly disbelieve the reverse coded statement. Seventy-three percent of at-risk students reading at or above grade level in reading, and 61% of at-risk students reading below grade level disbelieved or strongly disbelieved this statement. However, 36% of at-risk students reading below grade level strongly believed or believed the statement, while only 13% of at-risk readers reading at or above grade level strongly believed or believed the statement. There was not a statistical difference between the responses of the two groups of readers (see Table B9).

Item 13: Reading is not necessary in math. The majority of at-risk students tended to disbelieve or strongly disbelieve the reverse coded statement. Seventy-one percent of at-risk students reading at or above grade level, and 61% of at-risk students reading below grade level disbelieved or strongly disbelieved the statement. Additionally, twenty-eight percent of at-risk students reading below grade level responded that they strongly believed or believed the statement, while only 16% of at-risk students reading at or above grade level strongly believed or believed the statement. There was not a statistical difference between the responses of the two groups of readers (see Table B10).

Item 14: Reading will be important to help me find a high paying job. The majority of at-risk students indicated that they strongly believed or believed the statement.
Ninety-five percent of at-risk students reading at or above grade level, and 87% of at-risk students reading below grade level strongly believed or believed the statement. There was not a statistical difference between the responses of the two groups of readers (see Table B11).

Item 17: When I am older, I can get any job I want even if I cannot read that well. The majority of at-risk students disbelieved or strongly disbelieved this statement. Seventy-four percent of at-risk students reading at or above grade level and 64% of at-risk students reading below grade level disbelieved or strongly disbelieved this statement. Additionally, 13% of at-risk students reading at or above grade level and 19% of at-risk students reading below grade level were undecided concerning the statement. There was not a statistical difference between the responses of the two reading groups (see Table B12).

Item 18: Parents should read books to their children. There was a fairly large discrepancy in the responses between the two reading groups. Although the majority of at-risk students strongly believed or believed the statement. Thirty-nine percent of at-risk students reading at or above grade level strongly believed the statement, while 61% of at-risk students reading below grade level strongly believed the statement. This statement attained a borderline significant difference (p=.0651) between the responses of at-risk students reading at or above grade level and at-risk students reading below grade level (see table B13).

Item 19: I can learn new things when I read. The
majority of all at-risk students strongly believed or believed the statement. Ninety-five percent of at-risk students reading at or above grade level and 97% of at-risk students reading below grade level strongly believed or believed this statement. There was not a statistical difference between the responses of the two groups of readers (see Table B14).

Item 21: When I write reports, it is not important to read many books about my report topic. The majority of at-risk students disbelieved or strongly disbelieved the reverse coded statement. Eighty-four percent of at-risk students reading at or above grade level and 64% of at-risk students reading below grade level disbelieved or strongly disbelieved the statement. On the other hand, 27% of at-risk students reading below grade level strongly believed or believed the statement compared to 8% of at-risk students reading at or above grade level. There was not a statistical difference between the responses of the two groups of readers (see Table B15).

Item 22: Reading would be important if I wanted to be an actor/actress. The majority of at-risk students strongly believed or believed the statement. Eighty-five percent of at-risk students reading at or above grade level, and 95% of at-risk students reading below grade level strongly believed or believed this statement. There was not a statistical difference between the responses of the two groups of readers (see Table B16).

Item 23: Good readers are good writers. The responses
for this statement were mixed. Sixty-five percent of at-risk students reading at or above grade level and 61% of at-risk students reading below grade level strongly believed or believed the statement. However, 21% of at-risk students reading at or above grade level were undecided, compared to 8% of at-risk students reading below grade level. Also, 13% of at-risk students reading at or above grade level disbelieved or strongly disbelieved the statement compared to 31% of at-risk students reading below grade level. There was not a statistical difference between the responses of the two groups of readers (see Table B17).

Item 24: Reading allows me to communicate better. The majority of at-risk students strongly believed or believed the statement. Fifty-eight percent of both reading groups strongly believed or believed the statement. However, 26% of at-risk students reading at or above grade level and 19% of at-risk students reading below grade level disagreed or strongly disagreed with the statement. There was not a statistical difference between the responses of the two groups of readers (see Table B18).

Item 27: It is important to visit the library. The majority of at-risk students strongly believed or believed this statement. Eighty-four percent of at-risk students reading at or above grade level and 83% of at-risk students reading below grade level strongly believed or believed this statement. There was not a statistical difference between the responses of the two groups of readers (see Table B19).
CHAPTER FIVE

Significance of the Results
Interpretation of Findings

The null hypothesis, there will be no difference in the perceived value of reading among at-risk students who are at or above grade level in reading, and at-risk students who are below grade level in reading as indicated by a Lickert Scale Perceived Value of Reading Survey, was confirmed on 18 of the 19 items analyzed for this study. From the results of the survey, it was found that at-risk students reading at or above grade level and at-risk students reading below grade level generally perceived reading to be of value to approximately the same extent. In all instances, except one, survey statements did not elicit statistically significant differences between at-risk students reading at or above grade level, and at-risk students reading below grade level.

The results indicated that a strong majority of at-risk students in both groups selected responses of strongly believe or believe to the following survey questions: 1) Reading is fun; 2) I can gain more knowledge about science if I enjoy reading books about science; 3) Reading will be important to help me find a high paying job; 4) I can learn new things when I read; 5) Reading would be important if I wanted to be an actor/actress; and 6) It is important to visit the library.

The survey responses also suggest that at-risk students from both reading groups strongly believe that reading is
fun, and at the same time, it will help them with future employment, as well as allow them to learn new information, especially in science. Additionally, they strongly believe that it is important to visit the library. It seems that at-risk students, regardless of their reading level, understand some of the long term benefits, both in school and out, of reading. Along with that, they seem to value reading as a means of gaining new information; and they place a high value on the library, an important source of books.

Responses to other items on the survey illustrated that although the majority of the students selected strongly believe or believe, the percentages of students responding with strongly believe or believe were not as high as for the previous items (see Appendix B). The statements included: 1) I will learn more about Social Studies if I read books about Social Studies; 2) Reading will help me make better decisions; 3) Good readers are good writers; 4) Better readers get better grades; and 5) Reading will increase my ability to use the computer.

The responses tend to suggest that for the most part, at-risk students strongly believe or believe reading will help them in various aspects of school. They seem to strongly believe or believe that there are connections between reading, getting better grades, and being better writers. Over half of the at-risk students in both groups also indicated that they believe reading is an important tool when using a computer.

The majority of responses from at-risk students who
read at or above grade level and at-risk student who read below grade level tended to indicate a disbelief or a strong disbelief for the reverse coded statements which follow: 1) I believe that once I graduate, or finish school, I will not have to read anything again unless I want to read it; 2) Reading is not necessary in math; 3) When I am older, I can get any job I want even if I cannot read that well; and 4) When I write reports, it is not important to read many books about my report topic.

The responses generally indicated that at-risk students felt reading is necessary in math, finding a job, and writing school reports. They also indicated a belief that reading is a lifelong skill that is necessary in the future; but there was not unanimous agreement on these items (see Appendix B).

The greater differences between the groups of at-risk students were found in regard to the following statements which attained borderline significant difference in responses: 1) Parents should read books to their children; and 2) Reading the newspaper is important so that I can read about current events. A higher percentage (61%) of at-risk students reading below grade level strongly believed that parents should read books to their children as compared to at-risk students reading above grade level (39%). There are different ways these results can be interpreted. Perhaps, more parents of at-risk-students reading below grade level find it necessary to read to their children in order to assist them with school assignments as compared with parents of at-risk students who are capable of reading at grade
level. On the other hand, at-risk students reading below grade level may not have much parental support with reading; and therefore, would strongly support a situation that they do not experience on a regular basis.

The statement, "Reading the newspaper is important so that I can learn about current events," received "strongly believe" responses by 36% at-risk students reading below grade level, while 26% of at-risk students reading at or above grade level selected "strongly believe" in response to this item. The group of at-risk students reading below grade level seemed to value the newspaper as a source of information more than at-risk students reading at or above grade level. Perhaps at-risk students reading below grade level use the newspaper as reading material more often. They may also feel comfortable with the reading level of the newspaper and therefore, do not feel threatened by it. In a larger sample, the responses between the two groups may have reached a statistically significant difference.

The one statement that attained a statistically significant difference between the responses of the two groups of at-risk students was, "I can do well in school even if I cannot read that well." Forty-five percent of at-risk students reading at or above grade level indicated that they disbelieved or strongly disbelieved this reverse coded statement more often than at-risk students reading below grade level (23%). That is to say, more at-risk students reading below grade level tended to believe that one can do well in school even if s/he cannot read that well. This
could signify that at-risk students reading at or above grade level value the importance of reading as a means of doing well in school. On the other hand, at-risk students reading below grade level have not made the connection between succeeding in school and being strong readers; they may view themselves as successful students even though they are not strong readers.

Overall, the research showed that at-risk students, regardless of reading ability, strongly believe in the value of reading. Although at-risk students reading below grade level in reading have difficulty with reading, they seem to understand the purpose of reading as a means of gaining information in school, at home, and in the future. This finding seems to suggest that at-risk readers, although they are reading below grade level, still value reading. If they value and understand the purpose of reading, perhaps at-risk students reading below grade level can be motivated to read more and, hopefully, to increase their reading abilities over time.

Similarly, at-risk students reading at or above grade level also value reading as a tool to succeed at school, at home, and in the future. Regardless of the socioeconomic factors that apply to them, at-risk students reading at or above grade level have succeeded and will probably continue to succeed in reading. This positive attitude regarding the value of reading will allow these students to continue to succeed in school.
Implications

The results of this research suggest that despite the presence of home and school factors, including reading-ability factors that generally signify students as being at-risk for school failure, students who participated in this study tended to view reading as a valuable tool. Educators should not assume that at-risk students do not understand the necessity of reading. Whether or not at-risk students are growing up in environments that provide many or few literacy experiences, at-risk students seem to value reading. Educators must continue to teach reading skills to at-risk, as well as high achieving students, and to show them how to use reading as a tool. The key to success will be finding books at appropriate reading levels for children who are reading below grade level.

Since significant differences in the perceived value of reading were minuscule between at or above grade level at-risk students and below grade level at-risk students, classroom teachers must capitalize on the positive attitudes of both groups of students by continuing to validate and encourage reading experiences for all children. By so doing, at-risk students reading below grade level may choose to read more often, and consequently make gains in reading achievement (Stanovich, 1986).

Because the majority of at-risk students who read below grade level indicated a strong belief that parents should read to their children, schools need to provide programs that allow families to have access to a wide variety of books to
share at home. Furthermore, these programs need to provide parents with strategies for making family book sharing experiences successful.

Additionally, early intervention programs for students reading below grade level, must be made available so that at-risk students can learn to be successful readers from the very beginning of their schooling.

Limitations

There were a number of limitations in this study. One of the limitations of the study was the sample size which was only 74 at-risk students in grades four through six, thus limiting the size of groups to 38 at-risk students who read at or above grade level and 36 at-risk students who read below grade level. The ability to make generalizations to a wider population was very limited by the sample size. A second limitation was the representativeness of the sample size because all of the students were from one elementary school in San Bernardino County. A third limitation was related to the development of the Perceived Value of Reading Survey. The survey used a limited number of situations that students could have associated with the value of reading. Additionally, a fourth limitation was that the survey did not undergo development for different ages or ethnic groups. Finally, neither reliability or validity testing was conducted on the survey, further limiting the generalizability.

Direction for Future Research

Further research should be conducted to expand the
findings from this study. Future research should include: 1) A larger sample size of at-risk students; 2) Possible changes in the perceived value of reading among various grade levels; 3) An examination between the value parents place on reading as compared to the value their children place on reading, and 4) An examination of whether or not culture influences the perceived value of reading so that teachers can be aware of possible cultural factors that influence perceptions.
APPENDIX A: SURVEY

Name ___________________
Date _________________
Grade _________________
Track _________________
Boy or Girl (circle one)

Survey

Please indicate if you STRONGLY BELIEVE, BELIEVE, UNDECIDED,
DISBELIEVE, STRONGLY DISBELIEVE the statements you are about
to read. Please circle your answer.

SB=STRONGLY BELIEVE
B=BELIEVE
U=UNDECIDED
DB=DISBELIEVE
SD=STRONGLY DISBELIEVE

EXAMPLE: I think chocolate ice cream is the best.
If you are really positive that chocolate ice cream is best,
circle SB (Strongly Believe).

If you think that chocolate ice cream is good but maybe not
great, circle B (Believe).

If you can’t decide whether or not chocolate ice cream is
best, circle U (Undecided).

If you think that chocolate ice cream is not all that good,
circle DB (Disbelieve).

If you are really positive that chocolate ice cream is not
very good, circle SD (Strongly Disbelieve).
1. Reading is fun.

2. I will learn more about social studies if I read different books about social studies.

3. I enjoy listening to my teacher read to the class.

4. Reading will help me make better decisions.

5. Better readers get better grades.

6. Reading increases my ability to use the computer.

7. I can gain more knowledge about science if I enjoy reading books about science.

8. I like to read novels in class.

9. Reading the newspaper is important so that I can learn about current events.

10. I can do well in school even if I cannot read that well.
11. I believe that once I graduate, or finish school, I will not have to read anything again unless I want to read it.

12. When I was younger, I liked it when people read to me.

13. Reading is not necessary in math.

14. Reading will be important to help me find a high paying job.

15. I like reading out loud in class.

16. Good books have good covers.

17. When I am older, I can get any job I want even if I cannot read that well.

18. Parents should read books to their children.

19. I can learn new things when I read.

20. Reading is not necessary when my parents and I travel.
21. When I write reports, it is not important to read many books about my report topic.

22. Reading would be important if I wanted to be an actor/actress.

23. Good readers are good writers.

24. Reading allows me to communicate better with people.

25. Reading makes me feel good.

26. My family read to me when I was younger.

27. It is important to visit the library.
### Table B1

#### Percentages of Responses by At-Risk Students At/Above and Below Grade Level in Reading for Statement One

**Statement 1**

Reading is fun.

<table>
<thead>
<tr>
<th></th>
<th>Strongly believe</th>
<th>Believe</th>
<th>Undecided</th>
<th>Dis believe</th>
<th>Strongly dis believe</th>
</tr>
</thead>
<tbody>
<tr>
<td>At or above grade level</td>
<td>42%</td>
<td>47%</td>
<td>3%</td>
<td>5%</td>
<td>3%</td>
</tr>
<tr>
<td>Below grade level</td>
<td>25%</td>
<td>56%</td>
<td>8%</td>
<td>8%</td>
<td>3%</td>
</tr>
</tbody>
</table>

p = .1030
Table B2

Percentages of Responses by At-Risk Students At/Above and Below Grade Level in Reading for Statement Two

Statement 2

I will learn more about social studies if I read different books about social studies.

<table>
<thead>
<tr>
<th></th>
<th>Strongly believe</th>
<th>Believe</th>
<th>Undecided</th>
<th>Dis believe</th>
<th>Strongly dis believe</th>
</tr>
</thead>
<tbody>
<tr>
<td>At or above grade level</td>
<td>42%</td>
<td>39%</td>
<td>18%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>Below grade level</td>
<td>53%</td>
<td>17%</td>
<td>17%</td>
<td>3%</td>
<td>11%</td>
</tr>
</tbody>
</table>

p = .9444
Table B3

**Percentages of Responses by At-Risk Students At/Above and Below Grade Level in Reading for Statement Four**

Statement 4

Reading will help me make better decisions.

<table>
<thead>
<tr>
<th></th>
<th>Strongly believe</th>
<th>Believe</th>
<th>Undecided</th>
<th>Dis believe</th>
<th>Strongly dis believe</th>
</tr>
</thead>
<tbody>
<tr>
<td>At or above grade level</td>
<td>39%</td>
<td>24%</td>
<td>13%</td>
<td>21%</td>
<td>3%</td>
</tr>
<tr>
<td>Below grade level</td>
<td>39%</td>
<td>22%</td>
<td>25%</td>
<td>8%</td>
<td>6%</td>
</tr>
</tbody>
</table>

p = .9056
Table B4

Percentages of Responses by At-Risk Students At/Above and Below Grade Level in Reading for Statement Five

Statement 5
Better readers get better grades.

<table>
<thead>
<tr>
<th></th>
<th>Strongly believe</th>
<th>Believe</th>
<th>Undecided</th>
<th>Dis believe</th>
<th>Strongly disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>At or above grade level</td>
<td>45%</td>
<td>16%</td>
<td>11%</td>
<td>18%</td>
<td>11%</td>
</tr>
<tr>
<td>Below grade level</td>
<td>58%</td>
<td>19%</td>
<td>0%</td>
<td>17%</td>
<td>6%</td>
</tr>
</tbody>
</table>

p=.1958
Table B5

Percentages of Responses by At-Risk Students At/Above and Below Grade Level in Reading for Statement Six

---

Statement 6

Reading will increase my ability to use the computer.

<table>
<thead>
<tr>
<th></th>
<th>Strongly believe</th>
<th>Believe</th>
<th>Undecided</th>
<th>Dis believe</th>
<th>Strongly dis believe</th>
</tr>
</thead>
<tbody>
<tr>
<td>At or above grade level</td>
<td>18%</td>
<td>26%</td>
<td>24%</td>
<td>18%</td>
<td>13%</td>
</tr>
<tr>
<td>Below grade level</td>
<td>31%</td>
<td>22%</td>
<td>17%</td>
<td>11%</td>
<td>19%</td>
</tr>
</tbody>
</table>

p = .5502
### Table B6

**Percentages of Responses by At-Risk Students At/Above and Below Grade Level in Reading for Statement Seven**

**Statement 7**

I can gain more knowledge about science if I enjoy reading books about science.

<table>
<thead>
<tr>
<th></th>
<th>Strongly believe</th>
<th>Believe</th>
<th>Undecided</th>
<th>Dis believe</th>
<th>Strongly dis believe</th>
</tr>
</thead>
<tbody>
<tr>
<td>At or above grade level</td>
<td>53%</td>
<td>37%</td>
<td>11%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>Below grade level</td>
<td>47%</td>
<td>36%</td>
<td>8%</td>
<td>8%</td>
<td>0%</td>
</tr>
</tbody>
</table>

p = .4825
Table B7

Percentages of Responses by At-Risk Students At/Above and Below Grade Level in Reading for Statement Nine

Statement 9

Reading the newspaper is important so that I can learn about current events.

<table>
<thead>
<tr>
<th></th>
<th>Strongly believe</th>
<th>Believe</th>
<th>Undecided</th>
<th>Dis believe</th>
<th>Strongly dis believe</th>
</tr>
</thead>
<tbody>
<tr>
<td>At or above grade level</td>
<td>26%</td>
<td>32%</td>
<td>21%</td>
<td>11%</td>
<td>11%</td>
</tr>
<tr>
<td>Below grade level</td>
<td>36%</td>
<td>44%</td>
<td>14%</td>
<td>3%</td>
<td>3%</td>
</tr>
</tbody>
</table>

p = .0614
Table B8

Percentages of Responses by At-Risk Students At/Above and Below Grade Level in Reading for Statement Ten

Statement 10

I can do well in school even if I cannot read that well.

<table>
<thead>
<tr>
<th></th>
<th>Strongly Believe</th>
<th>Believe</th>
<th>Undecided</th>
<th>Dis believe</th>
<th>Strongly dis believe</th>
</tr>
</thead>
<tbody>
<tr>
<td>At or above grade level</td>
<td>18%</td>
<td>29%</td>
<td>8%</td>
<td>24%</td>
<td>21%</td>
</tr>
<tr>
<td>Below grade level</td>
<td>42%</td>
<td>22%</td>
<td>14%</td>
<td>6%</td>
<td>17%</td>
</tr>
</tbody>
</table>

p=.0465*  
*p<.05
Table B9

**Percentages of Responses by At-Risk Students At/Above and Below Grade Level in Reading for Statement Eleven**

Statement 11

I believe that once I graduate, or finish school, I *will not* have to read anything again unless I want to read it.

<table>
<thead>
<tr>
<th></th>
<th>Strongly believe</th>
<th>Believe</th>
<th>Undecided</th>
<th>Dis believe</th>
<th>Strongly dis believe</th>
</tr>
</thead>
<tbody>
<tr>
<td>At or above grade level</td>
<td>5%</td>
<td>8%</td>
<td>13%</td>
<td>26%</td>
<td>47%</td>
</tr>
<tr>
<td>Below grade level</td>
<td>33%</td>
<td>3%</td>
<td>3%</td>
<td>14%</td>
<td>47%</td>
</tr>
</tbody>
</table>

p=.2833
Table B10

Percentages of Responses by At-Risk Students At/Above and Below Grade Level in Reading for Statement Thirteen

Statement 13
Reading is *not* necessary in math.

<table>
<thead>
<tr>
<th></th>
<th>Strongly believe</th>
<th>Believe</th>
<th>Undecided</th>
<th>Dis believe</th>
<th>Strongly dis believe</th>
</tr>
</thead>
<tbody>
<tr>
<td>At or above grade level</td>
<td>11%</td>
<td>5%</td>
<td>13%</td>
<td>29%</td>
<td>42%</td>
</tr>
<tr>
<td>Below grade level</td>
<td>14%</td>
<td>14%</td>
<td>11%</td>
<td>33%</td>
<td>28%</td>
</tr>
</tbody>
</table>

p=.1877
Table B11

Percentages of Responses by At-Risk Students At/Above and Below Grade Level in Reading for Statement Fourteen

Statement 14

Reading will be important to help me find a high paying job.

<table>
<thead>
<tr>
<th></th>
<th>Strongly believe</th>
<th>Believe</th>
<th>Undecided</th>
<th>Dis believe</th>
<th>Strongly dis believe</th>
</tr>
</thead>
<tbody>
<tr>
<td>At or above grade level</td>
<td>76%</td>
<td>11%</td>
<td>5%</td>
<td>8%</td>
<td>0%</td>
</tr>
<tr>
<td>Below grade level</td>
<td>67%</td>
<td>28%</td>
<td>3%</td>
<td>3%</td>
<td>0%</td>
</tr>
</tbody>
</table>

p=.5429
Table B12

Percentages of Responses by At-Risk Students At/Above and Below Grade Level in Reading for Statement Seventeen

Statement 17

When I am older, I can get any job I want even if I cannot read that well.

<table>
<thead>
<tr>
<th></th>
<th>Strongly believe</th>
<th>Believe</th>
<th>Undecided</th>
<th>Dis believe</th>
<th>Strongly dis believe</th>
</tr>
</thead>
<tbody>
<tr>
<td>At or above grade level</td>
<td>3%</td>
<td>11%</td>
<td>13%</td>
<td>32%</td>
<td>42%</td>
</tr>
<tr>
<td>Below grade level</td>
<td>8%</td>
<td>8%</td>
<td>19%</td>
<td>22%</td>
<td>42%</td>
</tr>
</tbody>
</table>

p = .6243
Table B13

Percentages of Responses by At-Risk Students At/Above and Below Grade Level in Reading for Statement Eighteen

Statement 18
Parents should read books to their children.

<table>
<thead>
<tr>
<th></th>
<th>Strongly believe</th>
<th>Believe</th>
<th>Undecided</th>
<th>Dis believe</th>
<th>Strongly dis believe</th>
</tr>
</thead>
<tbody>
<tr>
<td>At or above grade level</td>
<td>39%</td>
<td>45%</td>
<td>5%</td>
<td>8%</td>
<td>3%</td>
</tr>
<tr>
<td>Below grade level</td>
<td>61%</td>
<td>31%</td>
<td>3%</td>
<td>3%</td>
<td>3%</td>
</tr>
</tbody>
</table>

p=.0651
Table B14

Percentages of Responses by At-Risk Students At/Above and Below Grade Level in Reading for Statement Nineteen

Statement 19
I can learn new things when I read.

<table>
<thead>
<tr>
<th></th>
<th>Strongly believe</th>
<th>Believe</th>
<th>Undecided</th>
<th>Dis believe</th>
<th>Strongly dis believe</th>
</tr>
</thead>
<tbody>
<tr>
<td>At or above grade level</td>
<td>61%</td>
<td>34%</td>
<td>0%</td>
<td>3%</td>
<td>3%</td>
</tr>
<tr>
<td>Below grade level</td>
<td>72%</td>
<td>25%</td>
<td>3%</td>
<td>0%</td>
<td>0%</td>
</tr>
</tbody>
</table>

p = .2747
Table B15

Percentages of Responses by At-Risk Students At/Above and Below Grade Level in Reading for Statement Twenty-One

Statement 21

When I write reports, it is **not** important to read many books about my report topic.

<table>
<thead>
<tr>
<th></th>
<th>Strongly believe</th>
<th>Believe</th>
<th>Undecided</th>
<th>Dis believe</th>
<th>Strongly dis believe</th>
</tr>
</thead>
<tbody>
<tr>
<td>At or above grade level</td>
<td>3%</td>
<td>5%</td>
<td>8%</td>
<td>26%</td>
<td>58%</td>
</tr>
<tr>
<td>Below grade level</td>
<td>19%</td>
<td>8%</td>
<td>8%</td>
<td>17%</td>
<td>47%</td>
</tr>
</tbody>
</table>

p = .1089
Table B16

Percentages of Responses by At-Risk Students At/Above and Below Grade Level in Reading for Statement Twenty-Two

Statement 22

Reading would be important if I wanted to be an actor/actress.

<table>
<thead>
<tr>
<th></th>
<th>Strongly believe</th>
<th>Believe</th>
<th>Undecided</th>
<th>Dis believe</th>
<th>Strongly dis believe</th>
</tr>
</thead>
<tbody>
<tr>
<td>At or above grade level</td>
<td>74%</td>
<td>11%</td>
<td>8%</td>
<td>3%</td>
<td>5%</td>
</tr>
<tr>
<td>Below grade level</td>
<td>78%</td>
<td>17%</td>
<td>3%</td>
<td>3%</td>
<td>0%</td>
</tr>
</tbody>
</table>

p = .5358
Table B17

**Percentages of Responses by At-Risk Students At/Above and Below Grade Level in Reading for Statement Twenty-Three**

Statement 23

Good readers are good writers.

<table>
<thead>
<tr>
<th></th>
<th>Strongly believe</th>
<th>Believe</th>
<th>Undecided</th>
<th>Dis believe</th>
<th>Strongly dis believe</th>
</tr>
</thead>
<tbody>
<tr>
<td>At or above grade level</td>
<td>39%</td>
<td>26%</td>
<td>21%</td>
<td>5%</td>
<td>8%</td>
</tr>
<tr>
<td>Below grade level</td>
<td>39%</td>
<td>22%</td>
<td>8%</td>
<td>17%</td>
<td>14%</td>
</tr>
</tbody>
</table>

p=.5388
Table B18

Percentages of Responses by At-Risk Students At/Above and Below Grade Level in Reading for Statement Twenty-Four

Statement 24

Reading allows me to communicate better.

<table>
<thead>
<tr>
<th></th>
<th>Strongly believe</th>
<th>Believe</th>
<th>Undecided</th>
<th>Dis believe</th>
<th>Strongly dis believe</th>
</tr>
</thead>
<tbody>
<tr>
<td>At or above grade</td>
<td>21%</td>
<td>37%</td>
<td>16%</td>
<td>13%</td>
<td>13%</td>
</tr>
<tr>
<td>level</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Below grade level</td>
<td>25%</td>
<td>33%</td>
<td>22%</td>
<td>8%</td>
<td>11%</td>
</tr>
<tr>
<td>p=.6435</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Table B19

Percentages of Responses by At-Risk Students At/Above and Below Grade Level in Reading for Statement Twenty-Seven

Statement 27

It is important to visit the library.

<table>
<thead>
<tr>
<th></th>
<th>Strongly believe</th>
<th>Believe</th>
<th>Undecided</th>
<th>Dis believe</th>
<th>Strongly dis believe</th>
</tr>
</thead>
<tbody>
<tr>
<td>At or above grade level</td>
<td>47%</td>
<td>37%</td>
<td>11%</td>
<td>3%</td>
<td>3%</td>
</tr>
<tr>
<td>Below grade level</td>
<td>50%</td>
<td>33%</td>
<td>3%</td>
<td>11%</td>
<td>3%</td>
</tr>
</tbody>
</table>

p = .6435
REFERENCES


Palmer, B., Codling, R., & Gambrell, L., (1994). In their own words: What elementary students have to say about motivation to read. The Reading Teacher. 48, 176-178.


