

A Descriptive Case Study of Eighth-Grade Striving Readers' Motivation and Resiliency:
Their Perceptions of Teachers' Care, Expectations, and Opportunities
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This paper is dedicated to my brother, Dan. Without him, this paper may have never been completed – no page numbers, no headings, no tables.

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ABSTRACT

This mixed-methods study was designed to examine teacher behaviors relating to care, expectations, and opportunities in the reading classroom. Additionally, the study aimed to determine whether teacher behaviors related to striving readers' "feelings of autonomy, competency, and relatedness" in their literacy instruction. A sample of seven eighth grade students were interviewed on their perceptions of teacher care, high expectations, and ongoing opportunities for participation regarding their reading instruction. The interview questions were constructed based on Zhao and Li's (2016) context-specific measurement tool. Furthermore, they completed the Motivation for Reading Questionnaire (Wigfield & Guthrie, 1997), which assesses 11 constructs of reading motivation. This study measured 7 of 11 constructs reading: curiosity, reading compliance, reading challenges, reading efficacy, recognition for reading, reading involvement, and social reasons for reading.

As an inductive approach was used, there were frequent or significant themes that emerged after analysis of the interview transcripts. The two frequent themes found relating to students' perception of caring behaviors were having a positive tone and checking in with students. The three frequent themes found relating to students' perceptions of high expectations were reading challenges, compliments/positive feedback, and work completion. Furthermore, there were two frequent themes found relating to students' perceptions of having ongoing opportunities for participation, which were reviewing/scaffolding material and one-on-one instruction. Lastly, the bivariate correlational analysis revealed a positive correlation between reading curiosity and the number of reported caring behaviors, $r=.76, p=.046$. There was a position correlation between reading challenges and high expectations, $r=.78, p=.04$.

CHAPTER ONE: INTRODUCTION

Problem Statement

Due to the lack of proficiency nationwide and at the state level, the study will identify ways in which teachers can alter their behaviors to assist with motivating striving readers within their literacy instruction. Based on the data from the National Assessment of Educational Progress (NAEP), it is apparent that steps need to be taken to increase proficiency in reading overall. At a national level, only 33% of eighth grade students are proficient or advanced in reading (2019). This is similar at the state level in Florida - only 34% of the eighth-grade students are proficient or advanced in reading (NAEP, 2019).

Striving readers lack the literacy skills that high-level readers bring to the classroom year-to-year. Students' negative perceptions of teachers with low expectations hinder their academic success in the classroom. Lepper, Corpus, and Iyengar (2005) found that students' intrinsic motivation deteriorated significantly as students progressed from third to eighth grade. As a result, students' grades and standardized test scores decreased, as well as their motivation. Unrau and Schlackman (2006) indicated the importance of supporting middle school students and working to fulfill those needs, as these years serve as a stepping stone not only to high school, but to college and career as well.

Additionally, McKenna, Kears, and Ellsworth (1995) found that students had positive attitudes toward recreational and academic reading in their elementary years, but by the time they made it to sixth grade, students often felt indifferent toward reading. There was a negative attitude toward recreational and academic reading if they were striving readers (McKenna, Kears, & Ellsworth, 1995). In sum, striving readers lack the literacy skills that high-level readers

bring to the classroom year-to-year. Students' negative perceptions of teachers with low expectations hinder their academic success in the classroom.

Purpose

The purpose of this study was to examine teacher behaviors relating to care, expectations, and opportunities in the reading classroom. Additionally, the study aimed to determine whether teacher behaviors related to striving readers' "feelings of autonomy, competency, and relatedness" in their literacy instruction (Ryan & Deci, 1975). "[C]aring relationships, high expectations, and ongoing opportunities for participation" are protective factors that can assist in creating resilient students in the classroom (Benard, 1993). Benard (1993) explains that we need to look past the risk factors in order to create an environment that will facilitate children's healthy development. The study will examine if students perceive their teachers as a confidant and positive role model, rather than someone who is there solely for academic purposes. Truebridge and Benard (2013) stated that "One person's support can be crucial in developing another's resilience. You can say something to a student or believe in that student in a way that can change his or her life forever" (p. 66).

Additionally, the researcher examined how students perceive teachers with high expectations and provide support to meet those expectations. Students will persevere through challenging tasks when teachers support them, and this allows students to grow and change (Truebridge & Benard, 2013). For instance, Truebridge and Benard (2013) wrote, "If you believe in the capacity of all individuals to demonstrate resilience, you won't give up on them. Your actions, words, and behaviors will project that message and will awaken and foster resilience in your students" (p. 66).

As the study examined whether students feel autonomous, competent, or related based on their teacher behaviors, it is important to note that these feelings are manifestations of being intrinsically motivated (Deci & Ryan, 1985). The self-determination theory addresses basic psychological needs that are inherent in human life, which are autonomy, competency, and relatedness. Autonomy refers to students who are self-regulating of their own actions. Competency refers to a student's understanding of how to attain various outcomes. Relatedness refers to developing secure and satisfying connections in the classroom (Deci, Vallerand, Pelletier, & Ryan, 1991). The researcher will seek to determine if striving readers' perceptions of their teachers' behaviors relate to their sense of autonomy, competency, and relatedness. Prior research has found that autonomy-supportive environments can increase students' reading motivation, that supportive feedback caused feelings of competency, which was a positive predictor of students' reading motivation, and that connections within the classroom create a sense of belonging for students (Belshe, 1999; Niemiec & Ryan, 2009).

During graduate coursework, a qualitative pilot study set the course for this study as it identified significantly different results than expected prior to the interview. The aim of the qualitative study was to determine student perceptions of teacher racial biases and how this related to their motivation in the classroom. Based on the interview results of one student, the concept of teacher support and expectations were prominent, and the student's academic drive was related to his perception of his teachers' support and expectations. Due to prior coursework, the research will centralize on student perception, teacher behaviors, and students' reading motivation on a larger scale.

As a prior graduate qualitative study revealed, the way students perceive their teachers' behavior may be a factor in increasing students' academic motivation. When behaviors are

adjusted accordingly and when findings reveal whether autonomy-support, competency-support, and a sense of belonging are essential for student success, educators will develop a better understanding of students and how to motivate them in their reading coursework.

Significance of the Study

When the three support factors are exhibited by teachers in the classroom, striving readers can overcome adversity. For this study, adversity refers to the students' lack of reading proficiency. Benard (1993) indicated that support factors, such as a supportive teacher, concerned social worker, or institutional structure, can create resilient children. Specifically, supportive teachers (i.e. caring, high expectations, and opportunities for participation) can help at-risk students to overcome adversity. Littlejohn (2009) explained the importance of examining student perceptions of their teachers, as it can identify strategies that will increase students' motivation. Zhao and Li (2016) investigated students' perceptions of teachers' caring behaviors in a physical education setting. Littlejohn (2012) and Berman-Young (2014) found that positive teacher-student relationships can build students' intrinsic motivation. Additionally, findings revealed that teachers with high expectations for the students assisted in creating students' feelings of competency (Berman-Young, 2014). Previous researchers have examined how students perceive positive teacher-student relationships and teachers with high expectations; however, there are minimal studies on students' perceptions of teachers who provide them with opportunities for participation.

The study will seek to determine whether striving readers' perceptions of their teachers' behaviors can assist in development of students' "feelings of autonomy, competency, and relatedness" to increase reading motivation (Ryan & Deci, 1975). There have been several studies that examine students' "feelings of autonomy, competency, and relatedness" in their

reading instruction to identify strategies to increase their intrinsic motivation (Ryan & Deci, 1975). For instance, Wigfield, Guthrie, and Tonks (2004) implemented a program called Concept-Oriented Reading Instruction, which increased students' reading comprehension. The program focuses on providing students with choice to create an autonomy-supportive environment to increase students' reading motivation. The program incorporated six reading strategies to increase students' reading comprehension. Orkin, Pott, Wolf, May, and Brand (2017) investigated a platform to engage students in challenges and coping with failure within the reading classroom. He found that providing students with feedback increased their feelings of competency. Lastly, teachers need to support their students' desire for a sense of belonging during reading instruction. This will contribute to the reading motivation of students, as there will be a positive and supportive classroom learning environment (De Naeghel, et. al., 2014). The studies described above, and various other studies, examine students' feelings or motivation within the reading classroom; however, the studies do not consider students' perceptions of their teachers' behaviors and how this can be associated with their reading motivation.

The findings may allow educators to modify their behaviors in the reading classroom to assist striving readers in overcoming adversity. The results may provide educators with knowledge of behaviors that are positively perceived by students. Therefore, educators may be able to alter their behaviors to assist students in feeling autonomous, competent, and related in the classroom, which will increase reading motivation

Theoretical Framework(s)

Resilience Theory

Norman Garmezy (1983), Michael Rutter (1987), and Emmy Werner (1982) are the founders of the resilience theory. Garmezy (1991) indicates that resilience is not impervious to

stress. However, resilience is related to an individual's capacity for recovery and the individual's behaviors that may proceed an adverse or stressful event. Rutter (2013) indicates that there are individuals who have a good outcome despite having experienced adversity. There are individuals who have similar experiences, but some have a more positive outcome than another.

Rutter has established several principals for the resilience theory based on his research (Rutter, 2006, 2007, 2012, 2013). Resilience is an ordinary adaptation if children are provided with the essential resources. Furthermore, there may be genetic differences that cause some children to be susceptible to environmental change. Rutter (2007) indicates that children may be resilient in some instances, but not all. This may be due to the different type of risk or the time the risk presented itself in the child's life (Rutter, 2007). It is important to note that there is a "requirement to assess individual needs in relation to particular circumstances, rather than assume that all risk and protective factors have similar effects in all conditions in all people" (Rutter, 2013). Regardless of exposure to protective factors, if the children are presented with uncontrollable experiences of stress, it can lead to adverse outcomes (Rutter, 2013).

Individual factors (e.g., child temperament and cognitive skills), familial factors (e.g., family cohesion and warmth), and support factors (e.g., supportive teacher, concerned social worker, institutional structure) influence a child's resilience, which is found in Werner's (1982) research. The Kauai Longitudinal Study examined development from birth to midlife. The study examined "the impact of a variety of biological and psychosocial risk factors, stressful life events, and protective factors on a multi-racial cohort" (Werner and Smith, 1982) Mental health workers, pediatricians, nurses, and social workers monitored children born in Kauai, Hawaii, at ages 1, 2, 10, 18, 32, and 40 years. Werner and Smith (1982) explained that these ages were

chosen because of their significance in development of trust, autonomy, identity, and intimacy. Approximately 30% of the participants were raised in poverty, experienced pre-perinatal complications, lived in families with diverse or parental psychopathology, or were raised by mothers with less than an 8th-grade education. Approximately two-thirds of children that experienced four or more risk factors by two years old had a learning or behavioral problem by the age of ten (Werner, 2005). Additionally, by the time these children were eighteen years old, they had delinquency records and/or mental health problems.

Despite exposure to four or more risk factors, one-third of these children grew into competent adults. These children did not develop any learning or behavioral problems; they were successful in school and managed their home and social life well. When these participants reached the age of 40, none of the individuals were unemployed and their accomplishments were equivalent to others who had grown up in more secure environments. This challenges the myth that a child identified as high-risk is doomed and will not be successful later in life (Werner, 2005).

In more recent studies, Bonnie Benard (1993) focused on how educators can develop resilient students in the classroom. Rather than identifying risk factors, protective factors were identified to promote academic success. Protective factors include teachers' care, high expectations, and ongoing opportunities for support toward students (Benard 1993). As mentioned previously, Benard's research on resiliency does not emphasize the weaknesses that coincide with at-risk factors; on the contrary, the theory emphasizes the factors that will allow at-risk students to persevere despite their unfortunate circumstances (e.g., mentally ill, alcoholic, abusive, or criminal parents, or in communities that were poverty-stricken or war-torn). The theory relies on educator's providing a nurturing environment and capitalizing on an at-risk student's

strengths (Ryan & Hoover, 2005). At-risk students have the capacity to develop traits found in resilient survivors. Some of these traits are “social competence (responsiveness, cultural flexibility, empathy, caring, communication skills, and a sense of humor)”; “problem-solving (planning, help-seeking, critical and creative thinking)”; “autonomy (sense of identity, self-efficacy, self-awareness, task-mastery, and adaptive distancing from negative messages and conditions)”; and “a sense of purpose and belief in a bright future (goal direction, educational aspirations, optimism, faith, and spiritual connectedness)” (Benard, 1991). This resilience is essential in building motivation. This may push practitioners to provide positive expectations, which when internalized by the youth, motivate and enable them to overcome risks and adversity (Benard, 1991). However, the students will need supportive adults to guide them through their endeavors whether it be home, school or community related. The protective factors that assist children growing up in adversity are comprised of three broad categories: “caring relationships, high expectations, and ongoing opportunities for participation” (Benard 1993).

Self Determination Theory

Motivation is defined as behaving with the intention of achieving an outcome; however, the outcomes and the reasons students pursue can vary. There are different types of valued outcomes, which start with the distinction between intrinsic and extrinsic motivation (Deci, 1975). If students are intrinsically motivated, they are performing out of interest, enjoyment, excitement and satisfaction, whereas extrinsic motivation refers to performing an activity with the intention of attaining something other than satisfaction, such as receiving an award (Deci, Ryan, & Williams, 1996).

However, extrinsically motivated behaviors can become self-determined through the process of internalization and integration. Deci, Ryan, and Williams (1996) define internalization and integration: internalization involves an individual turning an external

regulatory process into an internal process, and integration is the process of these internalized regulations becoming a part of the individual's self. When external motivation becomes internalized and integrated, the person will become self-regulated. This is not considered intrinsic motivation, as the behavior began due to a separable consequence (Deci, Ryan, & Williams, 1996).

There are four types of extrinsic motivation that result from internalization. The four types are "external regulation," "introjected regulation," "identified regulation," and "integrated regulation." Externally regulated students have minimal self-regulating behaviors and are controlled by external contingencies. Introjected regulation refers to motivation based on pressures such as self-esteem-relevant contingencies. These students have moderately low self-regulating behaviors (Deci, et. al., 1996). Identified regulation means that the students feel as if they can identify with the importance of the activity. Lastly, there is integrated regulation, which means that the regulation is integrated with the person's sense of self. Integrated regulation is the highest degree of self-regulation of extrinsically motivated behavior (Deci, et. al., 1996).

The self-determination theory (Ryan & Deci, 1975) acknowledges that intrinsic motivation stems from the service of three innate psychological needs, which are the need for autonomy, competence, and relatedness. Ryan and Deci presented the cognitive evaluation theory in 1985, which explored the two fundamental needs - competence and autonomy. The theory suggests that receiving positive feedback and clear communication can increase feelings of competence, which results in an enhancement of intrinsic motivation. In an earlier study, Deci found that when people receive positive performance feedback, their self-determined motivation increases, whereas when they receive negative performance feedback, there will be a decrease in their self-determined motivation (Ryan & Deci, 2000). Competency-supportive teachers assist

students in planning their work, provide continual feedback, and help students to cope with temporary failure (Alfi, Katz, & Assor, 2004). Ryan, Sheldon, Kasser, and Deci (1996) explain that psychological needs are necessary for effective, healthy functioning. A desire or goal is defined as a need when it promotes effective functioning when satisfied or diminishes effectiveness when not satisfied (Ryan, Sheldon, Kasser, & Deci, 1996). Ryan, Deci, and Williams (1996) indicate “interpersonal contexts that provide opportunities to satisfy the psychological needs for autonomy, competence, and relatedness will promote self-regulation and those that thwart satisfaction of the needs will impair self-regulation.”

Furthermore, Deci and Ryan (2000) found that feelings of competence will not enhance intrinsic motivation unless it is accompanied by a sense of autonomy. Deci, Ryan, and Williams (1996) found that “self-regulation places individuals’ experiences at its core.” For students to be considered self-regulated, they must experience a sense of willingness to engage in the action. They should have this willingness without external pressure. If a behavior is truly self-regulated, students will do so with unconflicted endorsement (Deci, Ryan, & Williams, 1996). For students to have a greater feeling of autonomy, they need educators who will acknowledge their feelings and provide them with opportunities for self-direction (Deci & Ryan, 2000). If students are unsuccessful with an academic task, student persistence can be enhanced as they cope with failure if their teachers display autonomy-supportive behaviors. Autonomy-supportive teachers can provide a relevant rationale for engaging in the task, provide choice as to student work methods and participation in goal selection, and allow criticism and some expression of negative feelings (Alfi, et. al., 2004).

Lastly, relatedness is characterized by students feeling a sense of security. For instance, Deci and Ryan (2000) indicated that when students are provided with an interesting task, but are

around a cold and uncaring teacher who ignored them and failed to respond to them, they had a low level of intrinsic motivation. In contrast, if the students are provided with an interesting task and their teacher is responsive, the students are more likely to be intrinsically motivated.

Relational-supportive teachers demonstrate interest in each student, enforce rules to create a safe classroom environment, and foster cooperative learning structures (Alfi, et. al., 2004). In sum, Deci and Ryan (2000) concluded that the three innate needs are all essential for promoting intrinsic motivation; if one of these needs is not met, it may hinder students in becoming intrinsically motivated.

Definition of Terms

At-risk students: Educationally disadvantaged students are more likely to fail in elementary and/or secondary school. This includes students from low socio-economic backgrounds, minority students, students receiving less parental support, and students who are academically behind their peers. This can increase the likelihood of dropping out of school or decrease the likelihood of learning while in school (NCES, 1992).

Autonomy: Students having a sense of choice in the classroom and feeling that they have the freedom to think a certain way. Students will feel that they can self-regulate their own actions (Ryan, Vallerand, Pelletier, et. al. 1991) (Ryan & Deci, 2000).

Competency: When students understand how to attain various outcomes and learn to be successful when performing an action. Competency can be built by providing students with feedback to improve their work (Ryan, Vallerand, Pelletier, et. al. 1991).

Protective factors: Characteristics that minimize the likelihood of a child facing the negative impacts of a risk factor. Benard's (1993) caring relationships, ongoing opportunities for participation, and high expectations will be the protective factors referred to in this study.

Reading motivation: When a student has competence-related beliefs to accomplish various reading tasks. Additionally, students will feel autonomous when completing reading and reading-related activities. When students develop “feelings of autonomy, competency, and relatedness,” the students begin to read due to their own self-expressed interests (Wigfield, Gladstone, & Turci, 2016; Ryan & Deci, 1975).

Relatedness: This refers to students developing secure and satisfying relationships with their teachers and within the school community (Ryan, Vallerand, Pelletier, et. al. 1991). When students feel that they can connect with their teacher, they feel as if they belong in the classroom and are willing to put forth more effort (Niemic & Ryan, 2009).

Resiliency: The capacity for recovery and adaptive behavior that may follow a stressful or difficult event (Garmezy, 1991).

Striving readers: Students identified as reading below grade level based on assessment data (Garrett, 2012). Specifically, in this study, students identified as reading below grade level based on Florida State Assessment (FSA) data will be defined as striving readers. Students identified as reading below grade level will have scored a 1 or 2 on their FSA reading.

Support factors: Availability and use of external support systems, such as supportive teachers, caring guidance counselors, or an institutional structure.

Research Questions

Question 1: How do striving readers perceive their teachers' behaviors related to care, expectations, and opportunities in their reading classroom?

Question 2: Are these resilience-supportive behaviors related to striving readers' feelings of competency, relatedness, and autonomy in their reading instruction?

CHAPTER TWO: LITERATURE REVIEW

This chapter introduces a review of current literature that examines students' perceptions of their teachers' behaviors and investigates whether these perceptions relate to students' "feelings of autonomy, competency, and relatedness" in the classroom (Ryan & Deci, 1975). This literature review will provide an in-depth view of students' perception of teacher behavior, and whether perceptions relate to student motivation. Additionally, the literature explores factors that relate to students' reading motivation, such as proficiency level and whether "feelings of autonomy, competency, and relatedness" correspond with students' reading motivation (Ryan & Deci, 1975).

Introduction

As students enter classrooms from diverse backgrounds, it is imperative that educators are aware of their own behavior to develop a better understanding of how to motivate all students so they can reach their potential. There is a need to increase reading proficiency overall at the national level and in the State of Florida. There is a need to close racial achievement gaps as well (NAEP, 2019). Only a third of the eighth-grade students in the United States are reading proficiently, which suggests the urgency for additional research regarding reading achievement and motivation. Overall, 35% of eighth-grade students in Florida and nationwide scored as either proficient or advanced on their state reading assessment. According to the 2017 National Assessment of Educational Progress (NAEP) report for the 2017-2018 school year, White students outperformed both African American and Hispanic students on their reading assessments in Florida. Specifically, 44% of White eighth-grade students were proficient based on state assessment data, whereas 20% of African American eighth-grade students were proficient based on the same data. There is an achievement gap in reading between White and

Hispanic eighth-grade students in the state of Florida as well. As mentioned above, 44% of White students were proficient based on state assessment data, but 31% of Hispanic students were proficient based on the same data (NAEP, 2019).

In 1998, 22% of eighth-grade students scored as proficient or advanced on their state reading assessment, and in 2015, 30% of eighth-grade students scored as proficient or advanced on their state reading assessment. In 2017, as mentioned above, 35% scored as either proficient or advanced on their state reading assessment. The 1998 and 2015 results were significantly different than the 2017 results, as there was a 13% increase over nine years and a 5% increase over two years (NAEP, 2018). However, as less than half of eighth-grade students are reading proficient in the state of Florida, it is imperative that educators apply evidence-based strategies, so they can work with their students to improve their reading skills.

To mitigate the limited reading proficiency among students, the examination of protective factors in the classroom and creating “feelings of autonomy, competency, and relatedness” are pertinent to this literature review (Ryan & Deci, 1975). The research is based on two theoretical frameworks: the resiliency theory (Garmezy, 1989; Benard, 1991) and the self-determination theory (Ryan, Connell, & Deci, 1985). Benard (1991) emphasizes the importance of student exposure to protective factors within the classroom setting, which include caring behaviors, high expectations, and ongoing opportunities for participation, while Deci, Vallerand, and Pelletier (1991) emphasize the importance of assisting students in fulfilling three innate needs: autonomy, competency, and relatedness. Therefore, this literature review will examine ways in which educators behave that positively correlate with student academic achievement and motivation, increase students' reading motivation, and create self-determined students within the reading classroom.

Perception of Teacher-Student Relationships

Research has found that not all students have the same perceptions regarding teacher care (Garza, 2009; Keifer & Pennington, 2017). Anton-Oldenburg (2000) explains that the differences may be influenced by their classroom experiences and their racial demographic, and as a result, this concept is more complex than assuming all students perceive care in the same manner. If students feel that they are in an environment where they are cared for, they are more likely to engage in their education (Niemic & Ryan, 2009). Cuesta (2007) revealed that students found teacher-student relationships significant to their learning process. When students perceive that their teachers are impatient or harsh, they are uncomfortable asking questions in the classroom, which can be a detriment to their academic success (Smart, 2014).

Students' perception of their teachers' behaviors can serve as a source of motivation, or it can hinder their academic success (Garza, 2009). For instance, Cuesta (2007) indicated that students felt that teacher helpfulness is the most important attribute for student success. Specifically, students stated the importance of teachers scaffolding the content and not becoming frustrated when they need to reteach a concept or lesson. When teachers help their students, students perceive this as care, which impacts their ability to learn in a positive manner. When care is present in the classroom, it pushes students toward success (Cuesta, 2007).

In sum, educators are continuously searching for ways to motivate their students; it is beneficial to examine student perceptions of their teachers' care and their school culture to identify strategies that can be implemented in the classroom (Littlejohn, 2009).

Relationship between perception of care and motivation.

Generally, teacher-student relationships can create feelings of relatedness in students; this assists with intrinsic motivation (Niemic & Ryan, 2009). Intrinsic motivation will cause students

to enjoy, have interest, and become excited about a task in the classroom (Deci, Ryan & Williams, 1996). A study conducted by Zhao and Li (2016) examined teachers' caring behaviors and how these behaviors impacted student motivation in physical education. Zhao and Li (2016) framed the study around Nel Nodding's ethic of care where they further explore the impact that care has on education. The researchers developed a list of items that reflected teachers' caring behaviors, which were instructional adaptations (i.e., differentiation of instruction, scaffolding, reinforcement of skills), interpersonal rapport (i.e., communicating with students in a friendly manner), and motivational learning climate (i.e., teacher creating engaging activities).

One goal of Zhao and Li (2016) was to examine students' perceptions of teachers' caring behaviors and identify how these perceptions relate to their attitudes and effort in physical education. One hundred and seventy-five middle school students participated in the research. The results of this study were analyzed using both MANOVA and multiple regressions, which indicated that there were significant effects of perceptions of teachers' caring behaviors. Secondly, the study revealed that the perception of teachers' caring behaviors significantly predicted participants' attitude-enjoyment and attitude-usefulness in physical education. The results indicated that perceived enjoyment on perceptions of teachers' caring behaviors significantly predicted students' enjoyment in physical education (Zhao & Li, 2016).

Teachers' caring behaviors can assist in academic performance in the courses as well (You, Dang, & Lim, 2015). You, Dang, and Lim's (2015) research found that that when students perceived their teachers' behaviors positively, there was an increase in their intrinsic motivation. Littlejohn (2012) found that positive communication between teacher and students created pathways to positive teacher-student relationships. When teachers build relationships with students, it can be powerful and can lead to increased student motivation and academic

achievement. As motivation is on a continuum, these relationships can cause students to move forward/progress on that continuum (Deci, Ryan, & Williams, 1996).

Keifer and Pennington (2017) examined how adolescent students viewed teacher autonomy support and structure and how this impacted students' intrinsic motivation in the classroom setting. The researchers found that students tend to accept and internalize the values and practices of their teachers when they feel there is a connection between them and they experience a sense of belonging (Niemic & Ryan, 2009). Additionally, results suggested that students' perception of teacher respect is a major factor regarding engagement, motivation, and school belonging. Keifer and Pennington (2017) indicated that being respected can create a sense of autonomy. When male students perceived their teachers to be respectful and to monitor their behavior, they were more academically successful. However, if the male students perceived their teachers as helpful rather than someone who monitors them, they were less likely to be academically successful. The researchers concluded that the results suggest that the boys who need more help may be lower performing and/or the boys may feel stigmatized, as receiving additional help may go against gender norms (Keifer & Pennington, 2017).

Relationship between gender/race, care, and motivation.

Research has found relationships between gender and/or race, care, and motivation, which will be described further below. Tosolt (2010) found that students who identify with a minority group, whether race or gender-related, are likely to value academic care over interpersonal care. Tosolt (2010) examined three behaviors - interpersonal, fairness, and academic - to determine to what extent perceptions are influenced by students' racial and gender differences. Of the three behaviors, the students were least likely to associate fairness with being a caring teacher. There were differences in perception of care dependent on race and gender.

African American and female students valued behaviors that encouraged academic achievement. White and male students valued behaviors relating to warm interpersonal behaviors. According to Sapp's (2012) research, African American male students found engaging teaching strategies, assertive classroom management, verbal acknowledgement, and interpersonal behaviors were perceived as positive teacher behaviors by the African American male students. This relates to Tosolt's (2010) research as African American students valued behaviors that encouraged academic achievement, such as engaging teaching strategies and verbal acknowledgement. However, Sapp's (2012) research found they valued interpersonal behaviors as well.

Like Tosolt's (2010) study, Garza (2009) found students perceived providing academic support as a caring behavior. In contrast, Caucasian students perceived reflecting a kind disposition as the most important attribute of caring teachers. Teachers who reflected a kind disposition not important to minority students (Garza, 2009). Garza (2009) provided students with an open-ended questionnaire, which included ten prompts. The students were to focus only on their current teacher, and any examples of caring behavior should only regard that teacher. The five dominant themes found in this study were providing scaffolds, reflecting a kind disposition, availability to students, showing a personal interest in the students' well-being, and providing academic support within the classroom setting. The results of several studies found that Caucasian students believe a kind disposition is demonstrating care, whereas Latino and African American students place more value on academic support from their teachers (Tosolt, 2010; Garza, 2009; Garrett, Barr, and Rothman, 2009).

Relationship between teacher support/helpfulness and motivation.

Researchers have found relationships between teacher support/helpfulness and student motivation. Teachers with high expectations were found to be a significant predictor for

students' reading test scores (Berman-Young, 2014). Berman-Young (2014) examined middle school students' perceptions of teacher support and whether these perceptions related to student engagement, behavior, and academic success. Berman-Young (2014) used a self-report instrument to measure students' perceptions of teacher support.

In addition to high expectations, when students' feel a sense of belonging, they are more likely to become engaged and intrinsically motivated (Parekh, 2016). Parekh (2016) explored how academically striving students experience a sense of belonging in the classroom and examined whether students report higher levels of motivation based on feelings of belonging. The students described teacher practices that they felt promoted a sense of belonging. This includes creating a positive classroom climate and providing meaningful academic and personal support. Parekh (2016) defines a sense of belonging as "a student's ability to feel accepted, valued, and encouraged by teachers and peers, resulting in feeling as an important part of an academic classroom setting."

After data collection, through conducting interviews, and data analysis, Parekh (2016) identified three major themes: teachers' developmental understanding of students, authentic teacher-student relationships, and students' experience of attainable academic success. The researcher interviewed ninth-grade students in an English classroom and the teacher, Mr. Lincoln, to determine their perspective on belongingness and whether students felt that this was motivational in the classroom setting (Parekh, 2016). Many students had a rapport with Mr. Lincoln and felt comfortable in his classroom. The students described Mr. Lincoln as having high expectations for his students. They considered it one of their more rigorous courses. However, he provided them with the resources, feedback, and assistance to be successful in his course. Similarly, Carr-Back (2009) found that students believed a learning environment was

more comfortable and more conducive to learning when their teachers provided them with individual assistance. Teachers who were perceived as helpful and accommodating toward students was as significant as teachers who were perceived as caring and empathetic (Carr-Back, 2009).

When there is a positive teacher-student relationship, the students felt comfortable advocating for themselves and asking for help to be successful (Parekh, 2016). When a positive relationship is developed, students are more willing to ask questions (Carr-Back, 2009). One participant described her teacher: "She is on our side. Like she can relate to us so much and it really helps. Like we want to do good. I enjoy going to that class every day because I learn so much in there" (Carr-Back, 2009).

Based on the qualitative data, Parekh found not only that students were more likely to become motivated when the teacher tried to relate to his/her students and built relationships with his/her students, but also provided students with resources to be successful in the classroom (Parekh, 2016). Mr. Lincoln notes the importance of creating an autonomy-supportive environment. Students explained that they enjoyed his class because he helps students make relevant connections. He incorporates modern-day events into the curriculum, as it interests the students, more so than past events that they view as irrelevant (Parekh, 2016).

Factors of Resiliency

There are three factors that impact a person's resiliency, which are individual factors, familial factors, and support factors (Werner, 1982). These factors include an individual's temperament, a present/caring parent, and a supportive adult. Rutter explains that these three factors can be used as a guideline for resiliency; building resiliency is individual-based and the three factors cannot consider context (Rutter, 2013).

Factors of resiliency in students.

Resiliency is a student's ability to manage stress, make healthy choices, and develop into an emotionally healthy adult (Benard, 1991). Resilient children will be socially competent, able to solve problems, and feel that they have a sense of purpose. They will encourage the child to try, be determined to persevere, problem-solve in difficult situations, and foster feelings of hardiness (Harvey, 2007). There are three broad categories that assist in creating resilient students: "caring relationships, high expectations, and ongoing opportunities for participation" (Benard, 1993). When educators have students coming from adverse circumstances, such as poverty and dysfunctional families, they need to assist students in overcoming adversity. The ability to overcome adversity stems from resilience or coping effectively. The protective factors mentioned above can assist at-risk students in becoming resilient in and out of the classroom. Positive social relationships can assist at-risk students in overcoming adversity (Harvey, 2007).

Research suggests that teacher support is crucial for students regardless of whether they were considered a low-risk or an at-risk student (Pitzer & Skinner, 2017). Pitzer and Skinner's (2017) research focused on whether high levels of teacher support can overturn previous motivational patterns and create more resilient students. With high-teacher support, at-risk students ended the school year on par with low-risk students' motivation levels. At the beginning of the school year, at-risk students were identified based on a catastrophizing appraisal, which determined their negative feelings regarding autonomy, competency, and relatedness. Students may have been identified as low risk dependent upon their catastrophizing appraisal. When students received low-teacher support, low-risk students ended the school year exhibiting at-risk behaviors (Pitzer & Skinner, 2017). The at-risk behaviors were self-blame, (e.g., "I feel like it's

all my fault’), forecasting future problems (e.g., ‘I worry that I won’t do well on anything’), and negative implications for interpersonal relationships.

Student exposure to protective factors.

Researchers have found that when at-risk students are exposed to protective factors, such as care, high expectations, and opportunity, this will assist in developing resiliency (Noonan, 1999; Henderson and Milstein, 2003). There are eight strategies that have derived from Noonan’s (1999) research on protective factors that will assist at-risk students. Noonan (1999) found “care/support; prosocial bonding; opportunities for participation; high expectations; clear boundaries; and life-skills training” as crucial protective factors to create resilient students.

Similarly, Henderson and Milstein (2003) developed the Resiliency Wheel, which is divided into six sections and serves to foster resiliency in students. The left side of the wheel is for mitigating risk factors for students. Students who can bounce back from adversity are exposed to learning life-skills, to prosocial bonding, and to clear boundaries. Henderson and Milstein (2003) found that these three strategies mitigate the impact of risk in the lives of children and move them toward resiliency. The right side of the wheel assists in building resiliency in students by providing care/support (e.g., positive role model, support network, caring school culture), communicating high expectations (e.g., high standards for all students), and providing opportunities for participation (e.g., involvement in the classroom) (Henderson and Milstein, 2013). Similarly, to the right side of the Resiliency Wheel (Henderson & Milstein, 2003), Benard (1993) identified the same factors for building student resiliency: care/support, high expectations, and ongoing opportunities for participation.

Reading Motivation

As reading proficiency for eighth-grade students is approximately 35% in both the State of Florida and at the national level, researchers have conducted studies regarding this manifestation of students' low motivation to read (NAEP, 2019). Melekoğlu and Wilkerson (2013) state that "lack of reading motivation impedes upper elementary and secondary school students' willingness to improve critical reading skills and strategies to be successful in school." Researchers found if students do not have the necessary reading skills to derive meaning from their reading, their motivation will decrease significantly (Melekoğlu & Wilkerson, 2013).

To increase reading motivation for students, there are three psychological needs that need to be fulfilled, which are autonomy (e.g., choice and freedom in the classroom), competency (e.g., feelings of success), and relatedness (e.g., secure and satisfying connections) (Ryan & Deci, 2000; Ryan, et. al., 1991). Researchers have examined these three psychological needs to identify whether meeting these needs will positively influence students' reading motivation. When these needs are met, students are more likely to engage in the content, internalize the content, and to persist through challenges (Ryan & Deci, 2000).

Strategies to motivate striving readers.

Research has identified ways to engage striving readers. Some ways to increase reading engagement are creating autonomy-supportive classrooms, assisting with goal setting, exposing students to interesting texts, applying texts to the real world, receiving feedback, and learning collaboratively (Guthrie, 2001). Bergman (2013) found that striving readers responded most positively to exposure to interesting texts and to making connections to the real world. The research examined motivational change in striving readers who improved throughout their middle school career (Bergman, 2013).

Additional studies found students' motivation to increase when introducing texts that pique their curiosity and engage them in the content (Bowers, 2006; Yadegari and Ryan, 2002; Guthrie and Davis, 2003). In contrast, there are conflicting findings, which indicate that access to relevant reading material is significant but not enough to increase motivation. Students were more likely to become motivated when they had teachers who differentiated instruction to meet their individual needs and spent extra time inspiring their students to read, rather than providing them with interesting texts (Worthy, Patterson, & Salas, 2002).

Autonomy-Supportive Reading Classrooms

Autonomy-supportive classrooms can motivate students and be predictive of students' intrinsic reading motivation (Niemic & Ryan, 2009). Research found perceived autonomy-support was associated with higher autonomy self-regulation. When students perceived higher autonomy self-regulation, they put in a greater amount of effort and persistence. However, if the teachers were autonomy-controlling, the results showed a decrease in student interest on the topic (Niemic & Ryan, 2009). In this context, the word controlling indicates that the teachers are providing little choice or explanation of why they are completing an assignment. Because of an autonomy-controlling approach, the students are unsure of the significance of the assignment (Niemic & Ryan, 2009).

Further research was conducted on autonomy-enhancing and autonomy-suppressing environments. The results indicated that the classrooms that allowed for criticism and independent thinking positively predicted an increase in intrinsic reading motivation (Barber & Buehl, 2013). Barber and Buehl (2013) aimed to extend previous research on students' perceptions of teachers' autonomy-enhancing and autonomy-suppressing behaviors to determine if there was a correlation between autonomy-related behaviors, student engagement, and reading

motivation. The intervention group was exposed to comprehension strategies with motivational supports that were implemented throughout their science instruction. Reading strategies, such as graphic organizers, student text-based questioning, and making inferences, were utilized to identify if these strategies would contribute to increased motivation in the classroom (Barber & Buehl, 2013). Students were provided with meaningful academic choices and understood the relevance of an assignment. The teacher explained the reasons behind learning reading strategies and assisted students in making connections. Meaningful choice allowed students to utilize their preferred comprehension strategy, identify, and discuss important sections of a text (Barber & Buehl, 2013).

The comparison group was exposed to science instruction through teacher-led presentations, whole-group discussion, and small-group discussions. Note-taking was an often-utilized strategy in the classroom. The students participated in three to four hands-on activities per unit, which was dependent on the length of the unit. The participants read textbook passages and magazine articles. The students were not making choices and may not have understood the relevancy of the topics that they were learning. This is not an autonomy-supportive environment (Barber & Buehl, 2013).

Autonomy-support led to greater self-determination, which increased student performance (Hann, 2018). Research found if the students were given active choice, they performed significantly better than the students given optional choice or no choice, regarding reading comprehension and timed-reading assignments. In addition, when the participants completed both vocabulary definitions and vocabulary in context assignments, the active choice and optional choice groups had significantly higher scores than the no choice group. In this

situation, if the students had some choice, they were more successful with the vocabulary assignments.

Furthermore, when the study began, there was no relationship between reading anxiety, autonomy, interest, and proficiency; however, as the year progressed, significant correlations were found between reading autonomy, reading interest, and reading proficiency scores (Hann, 2018). The active choice group had significant changes in all reading performance measures over the year. The participants in the active choice and the optional choice group had significantly higher feelings of autonomy than the no choice group over the course of the school year. The study concluded that providing students with any type of choice within the reading curriculum had a positive effect on students' feelings of autonomy and improved reading comprehension scores (Hann, 2018). Guthrie and Davis (2003) had a similar conclusion regarding autonomy; providing some choice regarding reading materials creates a positive environment for literacy.

Concept-oriented reading instruction.

The concept-oriented reading instruction (CORI) program incorporates reading with a specific content-area to increase motivation. Wigfield, Guthrie, Tonks, and Perencevich (2004) determined that children's intrinsic motivation to read and reading self-efficacy increased if they were in the CORI group. Furthermore, the findings showed additional support (e.g., hands on activities and providing opportunities to make decisions) provided from CORI increased intrinsic reading motivation. Students were either in the CORI group or the Strategy Instruction (SI) group. Both programs implemented six strategies for six weeks to improve participants' reading comprehension. The six strategies are "activating background knowledge, student questioning,

searching for information, summarizing, organizing graphically, and learning story structure” (Wigfield, Guthrie, Tonk, & Perencevich, 2004).

CORI ties a content-specific topic to the six reading strategies described above (Wigfield, et. al., 2004). In this study, the CORI teachers implemented science concepts to link to the reading strategies. The use of hands-on activities is an essential strategy used in CORI, which assisted in sparking students' interest in various topics. This influenced intrinsic reading motivation, as the participants could connect activities from the classroom to the science texts. There were “observational activities, class nature walks, investigations and experiments” that allowed students to interact with the science curriculum (Wigfield, et. al., 2004).

Another strategy of CORI was to engage students in their interests through student-generated questions. This provides students to identify what interests them, and they can further explore that topic. These questions will be used to help students find texts that interest them. As CORI focuses on a specific content-area, the teachers were provided with a variety of books relevant to the scientific topics in the classroom (Wigfield, et. al., 2004). This allowed students to make connections between content and the high-interest texts. Similarly, Padak & Potenza-Radis (2010) indicated that in order to create an environment with a focus on purposeful reading, teachers need to nurture students' reading interests. Furthermore, there are limits to autonomy, as there are requirements that need to be met per curricula; however, within those limits, autonomy-supportive environments provide choice, allow students to develop classroom rules, and empower them to control different aspects of their learning (Wigfield, et. al., 2004).

Additional research has been conducted in a seventh-grade classroom on CORI. The findings determined that CORI increased reading comprehension. When teachers explain the importance of reading and the why behind the assignment they are completing, it creates feelings

of autonomy for participants (Klauda & Guthrie, 2014). The researchers examined instructional supports, such as the importance of reading, creating competency-support, providing choice, and providing opportunities to collaborate (Klauda & Guthrie, 2014). Similarly, Niemic & Ryan found when providing students with a rationale for an activity, it is associated with students' greater effort to learn (Niemic & Ryan, 2009).

Other research has found arranging collaboration to be beneficial for increasing reading motivation in students (Padak & Potenza-Radis, 2010). To conclude, when teachers provided choice for the students, they allowed them to self-select books, which invited students to delve deeper into subtopics of study. When teachers emphasized the importance of reading, it allowed students to focus on building background knowledge, making connections between texts and videos, and making connections between the text and their personal background knowledge. Lastly, when the teachers provided students with the opportunity to collaborate, it enabled students to exchange ideas, exchange feedback, and have discussions relevant to the text (Klauda & Guthrie, 2014).

Competency-Supportive Reading Classrooms

Research has focused on students' feelings of competency and their reading motivation in the classroom. When striving readers received positive verbal feedback regarding their reading and writing, it related to the striving readers' feelings of competency. Positive verbal feedback created feelings of support for students, which made them feel more competent in completing the reading tasks. This can cause an increase in motivation and engagement in reading tasks during their individualized instruction (Belshe, 1999). Furthermore, Belshe (1999) found that at-risk students will benefit from individualized instruction, as it allows for engagement in reading tasks and instructors can provide additional support.

Belshe (1999) explored students' feelings of competency in reading tasks within one-on-one intervention. The researcher examined how feelings of competency can be developed and whether this enhances reading engagement and motivation. This study took course over eight months, and six randomly selected children were observed and recorded weekly as they were receiving one-on-one instruction. The participants were first and second-grade students identified as at-risk, as they were striving readers. The study focused on first and second-grade students, as previous research indicated the significance of identifying striving readers within their first-grade year and providing them with early reading interventions before students' motivation diminishes. These reading interventions can assist students in their reading instruction, as they will feel less frustrated when completing tasks (Belshe, 1999).

Additionally, a students' feelings of competency in the fifth grade significantly predicts reading achievement in eighth grade (Froiland & Orlos, 2013). Students' intrinsic motivation to read and engagement in fifth grade significantly predicted their reading achievement in eighth grade as well (Froiland & Orlos, 2013). These findings were derived from a longitudinal study that "investigated the effects of intrinsic motivation, perceived competence, classroom engagement, and extrinsic motivation on reading development" (Froiland & Orlos, 2013). The study used data from the Early Childhood Longitudinal Study- Kindergarten (ECLS-K), which followed children from 1998-2007 (Froiland and Orlos, 2013).

There were racial differences found regarding students' feelings of competency as well. For Caucasian students, when teachers' competency support significantly and positively correlated with self-efficacy, self-efficacy significantly and positively correlated with reading achievement, but teachers' competency support did not significantly correlate with reading achievement. For African American students, teachers' competency support was significantly

and positively correlated with self-efficacy. However, teachers' competency support was significantly and negatively correlated with reading achievement (McRae, 2012). The purpose of the research was to examine students' perceptions of their teachers' competency support in the classroom (McRae, 2012). Specifically, McRae (2012) investigated whether there were racial differences regarding student perception and the findings were described above.

Feelings of Relatedness in a Reading Classroom

When students feel that they can connect to their teacher and feel as if they belong in the classroom, students are more likely to be engaged, internalize content, and persist through challenges. Relatedness is associated with students' feeling that the teacher genuinely likes, respects, and values him or her (Niemic & Ryan, 2009).

Teacher-student relationships were a dominant theme found in Unrau, Ragusa, and Bowers' (2015) study. Unrau, Ragusa, and Bowers (2015) shared a model of teacher-student interpersonal relationships, which reflect the role of bonding between teacher and students. Findings suggest that a lack of motivation can change with teacher support. One teacher shared student changes in motivation; however, the teachers' approach will vary from student to student:

I see my kids a lot of times when you're trying to motivate them, not one single thing that you do for this kid will work one size fits all, so you have to keep trying to see what makes this individual tick versus this individual, and I really think that developing those relationships and those bonds is the number one thing for me before I can even get to the first level of teaching them (p. 119).

When teachers develop relationships with students, they learn more about their backgrounds, passions, and interests. With that knowledge, teachers can assist students finding books that

interest them, which assists with increasing feelings of autonomy as well. Read-alouds can be used to increase student interest (Unrau, Ragusa, & Bowers, 2015).

The teachers observed an increase in student motivation when they were able to assist students in making real-world connections to the content. This assists with attainability and they became more engaged in the material. Whether it be learning about student interests, reading aloud, or making connections for students, there is a commonality between the three – the teachers are involved in their students' success. They know their students as individuals, care about their progress, and search for ways to promote participation (Unrau, et. al., 2015).

Social reasons for reading motivation.

Research has focused on students' perception of support and whether this influences their reading motivation. Klauda's (2008) research found that support for recreational reading contributed to the children's reading motivation, reading frequency, reading achievement, gender, and grade level. The participants perceived greater reading support from their mothers than other family members or friends. Moreover, girls perceived greater friend support than boys, and fourth-grade students received more books as gifts than fifth-grade students. Girls and fourth-grade students revealed more positive reading habits than the boys and fifth-grade students; they were more motivated to read and read more frequently (Klauda, 2008).

Research reveals differences in reading motivation for female and male students, which relates to reading for social reasons. Female students read for social reasons, compliance, and to improve grades. Additionally, they had higher reading efficacy, read more challenging material, and read for curiosity more so than male students.

Mucherah and Yoder (2008) examined if students were more successful with the ISTEP+ test, a standardized test, relating to the results above. If students read solely for social reasons,

they were less likely to do well on the ISTEP+ test than if they read for compliance and to improve grades as well (Mucherah & Yoder, 2008). Similarly, Klaudas (2008) found the female students were more likely to be supported in recreational reading and were more likely to have positive reading habits compared to male students.

Conclusion

The review of this literature outlined the importance of teachers' behaviors, as students' perception of these behaviors can relate to their reading motivation. To incorporate protective factors within the classroom, teachers should have a caring attitude, have high expectations and provide students with ongoing opportunities for participation (Benard, 1991). When these protective factors are present, students are likely to perceive their teachers' behaviors positively.

Furthermore, the review of literature focused on teachers' assisting in creating "feelings of autonomy, competency, and relatedness" for students to increase reading motivation. The research found that students thrive in an autonomy-supportive environment (Ryan & Deci, 1975). The students feel competent when they are provided with feedback and when teachers scaffold the content to make it more attainable. The students have a sense of relatedness when they can feel comfortable in the classroom environment and build a relationship with their teacher (Niemic & Ryan, 2009).

Additionally, the literature review served to identify how students perceive their teachers' behaviors and determine if this perception will develop "feelings of autonomy, competency, and relatedness" in their reading instruction (Ryan & Deci, 1975). Another purpose of the literature review was to examine how teachers can assist with creating a sense of relatedness for students in their reading instruction.

At the national level in 2017, 35% of eighth-grade students are proficient or advanced in reading; therefore, steps need to be taken to increase students' reading motivation so they persevere in the classroom (NAEP, 2018). The review of literature aimed to enlighten educators of their own behavior and whether students perceive their behavior in a positive or negative manner. Students' perception of teachers' behaviors can create or hinder students' "feelings of autonomy, competency, and relatedness" (Ryan & Deci, 1975). This is significant because when students possess these feelings, it can create a self-determined student and there will be an increase in student achievement (Niemic & Ryan, 2009).

CHAPTER THREE: METHODOLOGY

This dissertation offers insight on how striving readers perceive their teachers' behaviors and if teachers' behaviors can assist in the development of reading motivation. This chapter presents a description of the methods used in this study. Topics that will be addressed in this chapter are: (a) research methods, (b) sample of participants, (c) data collection, (d) procedure, and (e) data analysis.

Research Methods

The study was constructed in a case study designed to allow students to share their classroom experiences and their feelings regarding their teachers and whether they can serve as protective buffers to assist in development of students' reading motivation. There are three types of case studies: descriptive, explanatory, and explorative (Zainal, 2007). Zainal (2007) explains that descriptive case studies "set to describe the natural phenomena which occur within the data in question..." The data collected was interpreted to examine various student perceptions of their teachers and how this relates to students' reading motivation. The data collected in this study was mainly descriptive with support from a bivariate correlational analysis. The descriptive case studies will allow the reader to gain a comprehensive picture of how striving readers perceive their teachers' behaviors and whether those behaviors serve as protective buffers. Furthermore, both the descriptive case studies and the bivariate correlational analysis will allow the reader to gain a broader understanding of whether student perceptions relate to "feelings of autonomy, competency, and relatedness" in their reading instruction (Ryan & Deci, 1975).

The goal of this research was to describe the data found through student interviews and a self-report questionnaire. The use of descriptive case studies created a meaningful report of real-

life intensive developmental reading classroom experiences. The interview questions were constructed to identify eighth-grade students' perceptions of their teacher behaviors related to "caring relationships, high expectations, and ongoing opportunities for participation".

Additionally, the interview questions explored striving readers' racial identity related to their perceptions of their teachers' behaviors. The self-report questionnaire was utilized to identify students' levels of motivation in their intensive developmental reading classroom.

Sample of Participants

For this mixed-methods research study, purposive sampling was used to acquire participants who have been identified as striving readers, are currently 8th-grade students, and have been enrolled in intensive developmental reading courses throughout middle school. The purposive sampling technique is known as judgment sampling as well. This means that participants are deliberately chosen due to the specific qualities of the participant. This is a nonrandom technique that does not need a set number of participants (Etikan, Musa, & Alkassim, 2015).

In a Central Florida school district, research was completed at both Elm Hill Middle School and Stonehedge Middle School. These schools offer intensive developmental reading courses in 6th, 7th, and 8th grade, which is essential as the study was seeking 8th-grade participants who have been enrolled in intensive developmental reading courses throughout their time in middle school.

Eighth-grade students were chosen for participation in this study because it will provide comprehensive data regarding their perceptions of their intensive developmental reading teachers' behaviors during their middle school years. The data was not limited by focusing solely on their current academic year. In the state of Florida, middle- and high-school students

who are enrolled in intensive developmental reading courses scored either a one or two on the Florida State Assessment (FSA). This indicates that they are not proficient in reading and, therefore, they are enrolled in an intensive developmental reading course the following year for remedial purposes. As the study is focusing on non-proficient readers based on FSA data, the participants were enrolled in a Central Florida school district at the middle school level. As the study was crafted in a descriptive case study format, there was a sample size of seven students.

Data Collection

Teachers' Behaviors Serving as Protective Buffers

The mixed methods study determined how striving readers perceived their teachers' behaviors in their intensive developmental reading courses. This section focuses solely on data collection for students' perceptions of their teachers' behaviors. A context-specific measurement tool created by Zhao and Li (2016) was used as a guide to create interview questions that seek to identify students' perceptions of their teachers' behavior.

The questions were formulated based on the three categories of protective factors as defined by Benard (1993): "caring relationships, high expectations, and ongoing opportunities for participation." There are fifteen questions; there were five questions for each protective factor. The interview questions for caring behaviors focused on teachers' concern for a participant's well-being and whether the participant felt their teacher created a safe, comfortable learning environment. The interview questions on high expectations focused on whether students were challenged, expected to work hard, or set goals for their reading instruction. Lastly, the interview questions on opportunities for participation focused on encouragement to participate, modification of lesson place, and assistance to complete tasks. The interview questions for each protective factor be found in Appendix B1.

Autonomy, Competency, and Relatedness

This section will explain the data collection methods to identify if the 8th-grade participants' perceptions relate to "feelings of autonomy, competency, and relatedness" in their reading classroom (Ryan & Deci, 1975). The measurement tool that will be used is Wigfield and Guthrie's (1997) Motivation for Reading Questionnaire (MRQ). This is a self-report tool that utilizes a 4-point Likert scale (e.g., 1 is very different from me, 2 is a little different from me, 3 is a little like me, and 4 is a lot like me). The MRQ includes 11 constructs: reading curiosity, reading compliance, reading challenge, recognition for reading, reading involvement, social reasons for reading, importance of reading, reading work avoidance, competition in reading, reading for grades, and reading efficacy.

This study will focus on 7 of the 11 constructs, which includes 37 of the 53 MRQ (1997) questions, to determine whether teachers' behaviors relate to students' "feelings of autonomy, competency, and relatedness" in their reading instruction (Ryan & Deci, 1975). To determine whether students have a sense of autonomy, the self-report tool will assess reading curiosity and reading compliance. There are 6 items relating to reading curiosity and there are 5 items relating to reading compliance. For instance, an example prompt referring to perceived autonomy is "If the teacher discusses something interesting, I might read more about it," which is from the reading curiosity construct of the MRQ (1997).

Furthermore, to determine whether students have a sense of competency, the self-report tool will assess reading challenges, reading efficacy, and recognition for reading. There are 5 items relating to reading challenge, 3 items relating to reading efficacy, and 5 items relating to recognition for reading. An example prompt to assess perceived competence is "I like having my teacher say I do read well," which is from the recognition for reading construct.

Lastly, to determine whether students have a sense of relatedness, the self-report tool will assess social reasons for reading and reading involvement. There are 7 items that relate to social reasons for reading and 6 items that relate to reading involvement. Lastly, an example of a prompt for perceived relatedness is “I feel like I make friends with people in good books,” which is from the reading involvement construct.

The researchers reported the reliabilities for all the aspects of the 53-item MRQ ranging from .43 to .81 (Wigfield & Guthrie, 1997). Additionally, most of the reading motivation aspects correlated positively from low- to moderately high level; this provides evidence of construct validity. Unrau and Schlackman (2006) found support for the model in “a sample of middle school students with a confirmatory fit index (CFI) of .90.” This suggests a relatively good model fit (Wigfield & Guthrie, 1997).

Procedure(s)

Prior to beginning the study, approval was obtained from a Central Florida School District to conduct the study in two middle schools: Elm Hill Middle School and Stonehedge Middle School. The middle schools participating enroll students in intensive developmental reading for 6th-8th grade if the students scored a 1-2 on the FSA the previous school year. Prior to beginning data collection, selection of participants was done through purposive sampling. The principal, from Elm Hill Middle School, provided the prospective participants with an assent and consent form. Ms. Shields and Ms. Johnson, from Stonehedge Middle School, provided the prospective participants with an assent and consent form. They explained to the students the purpose of the study and what it entails.

From the two school sites, seven students participated in the study. Two participants were from Elm Hill Middle School and five participants were from Stonehedge Middle School.

Those participants completed the Motivation for Reading Questionnaire (MRQ) (1997). The participants completed the questionnaires independently. They were in an available, private conference room to ensure students' confidentiality. The participants took no more than twenty minutes to complete the questionnaire. This tool will measure students' reading motivation in various areas, which addresses the second research question.

Both verbal and written instructions were provided on how to complete the survey and what the numbers represent on the Likert scale. The participants were informed that there are no correct or incorrect answers. The participants were reminded that all their responses remained confidential. There was an allotted time of 45 minutes to complete the survey; however, the participants finished the survey within 20 minutes.

Secondly, interviews were setup during the school day with the participants. The interviews were held in an available, private conference room in the middle school. Each participant was interviewed individually to ensure confidentiality. Prior to the interview, the students were informed the interview will not exceed 45 minutes and if there are any questions, they do not feel comfortable answering, they can choose to pass. Also, a digital voice recorder was used to record student responses, with student consent. If the student did not permit a digital voice recorder, notes were taken during the interview. No second interviews were conducted for the research.

Students were prompted to answer questions regarding their perceptions of teachers' behaviors. As mentioned previously, the interview data assisted in answering the first research question. Once data collection was complete, the next step was data analysis. The approach to analyze the data will be included in the next section of this chapter.

Data Analysis

Research Question #1

Thomas (2003) explains that the primary purpose of the inductive approach is to “allow research findings to emerge from the frequent, dominant, or significant themes inherent in raw data, without the restraints imposed by structured methodologies”. For research question # 1, interview transcripts were analyzed to identify common themes that arise between students regarding how they perceive teacher behaviors. Specifically, analysis of how students perceive and internalize teacher care, high expectations, and opportunities for participation to determine significant themes.

Research Question #2

After inductive reasoning, the modified-MRQ (1997) was scored to identify a student's sense of autonomy, competency and relatedness in their reading instruction. Each item has been placed within one of seven constructs, which will determine students' reading motivation regarding reading efficacy, reading challenge, reading curiosity, reading involvement, recognition for reading, social reasons for reading, and compliance. Scores are computed for each item and construct by averaging across their respective items (Wigfield & Guthrie, 1997). For additional support, a bivariate correlation will be analyzed to identify whether there are any statistically significant positive correlations between students' sense of autonomy, competency, and relatedness and the number of reported teacher behaviors.

CHAPTER FOUR: RESULTS

Introduction

The purpose of this study was to identify how striving readers perceive their teachers' behaviors relating to caring relationships, high expectations, and providing students with opportunities for participation. Further analysis was conducted to determine if the behaviors related to striving readers' "feelings of autonomy, competency, and relatedness" in their reading instruction (Ryan & Deci, 1975). The seven participants were from Elm Hill Middle School and Stonehedge Middle School, which are in a Central Florida School District. Themes were identified to reveal student perception of caring relationships, high expectations, and providing students with additional opportunities. Additionally, each participant was scored in seven constructs of Wigfield and Guthrie's Motivation for Reading Questionnaire (MRQ) (1997) to determine their "feelings of autonomy, competency, and relatedness" (Ryan & Deci, 1975). This will reveal whether their perception of their teachers' behaviors and their "feelings of autonomy, competency, and relatedness" relate to one another (Ryan & Deci, 1975).

Analysis of the Research Questions

Tables 4.1-4.3 reveal the themes that came up regarding caring behaviors, high expectations, and ongoing opportunities, which assist with addressing the first research question. Appendices D1-D4 were created to group participants based on similarities between participants' sense of autonomy, competency, and relatedness. Afterward, information was organized to identify the perceptual themes of the grouped participants.

Research question #1.

The first research question is "how do striving readers perceive their teachers' behaviors related to caring relationships, high expectations, and ongoing opportunities for participation?"

Although there were five interview questions per teacher behavior, there were five themes identified for caring relationships, eight themes identified for high expectations, and five themes identified for ongoing opportunities for participation.

Caring relationships.

As far as caring relationships, there were two dominant themes: positive tone and checking in. Dominant themes were the most frequently mentioned themes. Participants associated caring behavior with their teachers using a positive tone when speaking to students and checking in with students regularly. Positive tone refers to the teacher being kind, addressing behaviors one-on-one, and refraining from yelling at the students. Jacob, from Stonehedge Middle School, felt that positive tone was an important attribute characteristic for his reading teacher to possess. Jacob indicated that he feels uncomfortable if his reading teacher is “just sitting around and yelling at the kids.” He suggests the teacher “try to get them to step out of the room and tell them what they are doing wrong instead of yelling at them,” which is an example of positive tone. When the students are spoken to one-on-one, Jacob feels more comfortable in the classroom and feels that the teacher is concerned with their well-being and success.

Ashley's first year at Elm Hill Middle School was as an eighth-grade student. She believes that when teachers have a positive tone, she is more comfortable. For instance, she felt more comfortable with Ms. Carlisle than her reading teachers from her previous middle school. She indicated that Ms. Carlisle showed her concern for students when she approached students and asked if they needed assistance. According to Ashley, if a student asked Ms. Carlisle for help, she was always willing to assist her striving readers. She explained that her sixth-grade

teacher was not concerned for her because she would kick her out of the classroom without explaining what she did wrong.

Checking in refers to the teacher asking the participants if and what they need help with as far as class work. Additionally, some participants believed that checking in on them when something was wrong was a sign of care as well. Ashley revealed that she would feel comfortable going to her reading teacher with a problem; she noticed that Ms. Carlisle will seek students out if she notices that something is wrong. She will reach out to the student and ask them if they would like to talk about whatever is going on.

The three additional themes showed up with less frequency regarding caring relationships: opportunity to makeup work/improve grade, compliments/positive feedback, and redirection of work/behavior. Participants believed a teacher who allowed students the opportunity to makeup work or improve their grade were caring. Lissette provided an example of teacher concern through providing her with an opportunity to improve her grade. For instance, when Lissette, from Stonehedge Middle School, described an example of a teacher being concerned, she revealed, "Ms. Scarlett, like she wouldn't give you second chances. Ms. Shields and Ms. Johnson would, in my opinion, because she'll sit with you and go over stuff with you."

Participants indicated that receiving compliments on their performance or receiving feedback on how to make corrections was an indicator that their teacher was concerned or respected them. One example of receiving positive feedback is from Parker, at Stonehedge Middle School. He shared that Ms. Shields made sure that he completed all his work. If he was struggling with a reading concept, such as main idea, she would provide him with extra help and give him feedback on what he did wrong. When he was successful, she would be sure to let Parker know that he was doing a good job.

Lastly, participants acknowledged that when teachers redirect them to either focus in class or improve their behavior, this is done because the teacher cares for the student. In one example of student redirection, Lissette explained when Ms. Johnson makes sure that she's paying attention in class and tells her to pay attention, she is doing this because she cares about Lissette's success. She says that this is not just occasionally; Ms. Johnson will ensure that her striving readers are on task daily. Table 1 provides a list of themes pertaining to teacher care, how many times the theme appeared in the interview transcripts, and a specific transcript number to refer to for a theme.

Table 1

Students' Perceptions of Teachers' Caring Behaviors

Theme	Reported Behavior Total	Participants
Opportunity to makeup work/improve grade	2	Lissette
Redirection of work/behavior	2	Lissette
Positive tone	6	Jacob
Compliment/positive feedback	2	Parker
Checking in	5	Ashley

High expectations.

As mentioned above, eight themes were identified during analysis of striving readers' perceptions of their teachers' high expectations. There were three dominant themes: reading challenge, compliments/positive feedback, and work completion. Compliments/positive feedback was identified as a theme for caring relationships and high expectations; however, it was a more prominent theme for high expectations. Small group instruction and opportunities to makeup work/improve grade were nondominant themes in both caring relationships and high

expectations. Table 2 provides a list of themes pertaining to teachers' high expectations, how many times the theme appeared in the interview transcripts, and a specific transcript number to refer to for a theme.

Table 2

Students' Perceptions of Teachers' High Expectations

Theme	Reported Behavior Total	Participants
Compliments/positive feedback	7	Noelle & Carly
Work completion	4	Noelle
Reading challenge	5	Rosalinda
Homework	2	Rosalinda & Carly
Preparation for future	2	Rosalinda & Noelle
Small group instruction	3	Noelle
One-on-one instruction	2	Ashley
Opportunity to makeup work/improve grade	3	Rosalinda

Several of the striving readers felt when their teacher had them reading challenging texts, they had high expectations for them. Rosalinda and Jacob share how they perceived reading challenging texts in the classroom. Rosalinda, from Elm Hill Middle School, spoke English as a second language; however, she was eager to take on the assigned, challenging texts. The Central Florida School District uses a reading program that color-codes striving readers' levels. Rosalinda explained, "I'm in the orange level, so I can't read the advanced in her class. She told me that I can read the orange books but like in my house, I could read those hard books." Ms. Carlisle allowed Rosalinda to take on additional, difficult texts, which made Rosalinda feel her teacher expects her to work hard and push herself.

Furthermore, Jacob expressed he knew Ms. Johnson wanted to challenge him because she would provide him with more difficult texts as the school year went on. Parker agreed that reading challenging texts showed that his reading teacher, Ms. Shields, had high expectations for him. She expected that he increased his reading level, or as the students referred to it, "his color level." The students take benchmark tests to show their reading growth and Ms. Shields conducts meetings with her striving readers to ensure they are successful in the classroom.

Parker felt that receiving compliments and positive feedback from the teacher was a sign of care; Noelle and Carly, from Stonehedge Middle School, felt that compliments/positive feedback revealed that their reading teacher had high expectations for them. Noelle explained Ms. Shields provided her with positive feedback by trying to show her the difference between what she is doing and what she needs to do. Carly indicated Ms. Shields provided positive feedback by suggesting that she go back and reread a text if she didn't understand what it means. Once Carly mastered an assignment, Ms. Shields would set a new goal with her to focus on in reading class.

Several striving readers felt that their teachers had high expectations for them when they had to complete assignments. Therefore, a dominant theme was work completion. For instance, Noelle voiced, "I think her expectations were the same for every student... I mean she's wanting you to get done, she wants you to get better, so you're prepared." Carly had a similar stance; she felt that Ms. Shields had high expectations for her students because she had a lot of things for students to complete, so they can pass their reading class.

Rosalinda perceived differences in expectations based on her grade level. When she was in sixth and seventh grade, her reading teachers expected her to read for 25-minutes per night. To hold the students accountable, they were assigned a weekly reading log, which required a

parent's signature. She felt Ms. Carlisle held the striving readers to a higher standard; not only did she expect them to complete the reading, but they had to complete a RACE response every evening for homework. Rosalinda verified that RACE is an acronym for restating the question, answering the question, citing evidence, and then explaining the evidence.

As noted above, eight themes appeared regarding striving readers' perception of their teachers' high expectations. The five nondominant themes were small group instruction, opportunity to makeup work/improve grade, preparation for future, one-on-one instruction, and homework. Additionally, one nondominant theme, opportunity to makeup work/improve grade, appeared in both caring relationships and high expectations.

Opportunities for participation.

Five themes appeared when interviewing striving readers' perception of their teachers providing them with opportunities to participate in the classroom. Review/scaffold material and one-on-one instruction were the two dominant themes. Reading interests, reading challenge, and positive incentives were three of the nondominant themes. It is important to note the theme, reading challenge, appeared in both high expectations and ongoing opportunities for participation. Positive incentives appeared in both caring behaviors and ongoing opportunities for participation. Table 3 provides a list of themes pertaining to teachers' providing opportunities to participate in the classroom, how many times the theme appeared in the interview transcripts, and a specific transcript number to refer to for a theme.

Table 3

Students' Perceptions of Teachers' Providing Opportunity for Participation

Theme	Reported Behavior Total	Participant
Reading challenge	2	Noelle
Review/scaffold	6	Noelle

One-on-one instruction	4	Ashley & Parker
Positive incentives	3	Parker & Carly
		Noelle &
Reading interests	2	Rosalinda

Review/scaffold material refers to the reading teacher bringing the class together to review a concept if they are lacking understanding or are struggling with a concept. Noelle indicated that Ms. Scarlett tended to focus more on reviewing/scaffolding material rather than on one-on-one instruction. She explained, “if one of us was confused, she would explain it to everyone in a way that everyone could understand it.” Carly agreed with Noelle’s perception, but she added that Ms. Scarlett allowed them to struggle with the content first. She explained that Ms. Scarlett had them reread a text rather than bring the whole group together too quickly. If they still did not understand the concept, they would discuss the material with a partner. At that point, if there was still a lot of confusion, she would bring the class together as a whole group. These striving readers perceived clarification through reviewing/scaffolding material as the teacher providing them with the opportunity to participate in the classroom.

One-on-one instruction related to the reading teacher assisting the students individually to review a difficult concept. According to Parker, Ms. Shields put students into small groups to better assist them. There were assignments that they complete in their notebook as a small group. However, if there is a student struggling with the work, she will sit down with the student and work with them individually when they need more help. Ashley had a similar experience; the students worked in small groups in her sixth-grade reading class with Ms. Lowell. She felt this was an opportunity for the students to help one another; she stated that if the students did not understand the concept, Ms. Lowell tried to look past it. Ashley believed Ms. Lowell tried to avoid providing extra help to her striving readers. One-on-one instruction was an opportunity to

participate or to continue to learn in the classroom. This allowed students to proceed with their classwork.

Both positive incentives and reading challenges were nondominant themes, but were present themes relating to two of the three teacher behaviors. Positive incentives were present in Jacob's and Parker's transcripts. Jacob perceived positive incentives as Ms. Johnson having high expectations for her students. She set a reading goal for students, which he referred to as a step-challenge goal, to motivate students. If the class met the step-challenge goal, they had a party. Parker agreed that positive incentives were an extra push for the students, and it incentivized them to complete the assigned reading. Overall, positive incentives were perceived as an opportunity to participate. Jacob indicates that Ms. Johnson's step-challenge goal was an additional opportunity for students to feel challenged in their reading instruction. Noelle mentions that Ms. Shields aimed to get her reading for the following school year by having her start the next color level a year early. This was a more difficult reading level, but as Noelle got used to the questions, she felt that she was starting to get better at it.

Research question #2.

The second research question is "are these resilience-supportive behaviors related to striving readers' feelings of autonomy, competency, and relatedness in their reading instruction?" Firstly, when examining the MRQ (1997) results, both reading curiosity and reading compliance scores were used to determine whether striving readers felt autonomous in their reading classroom. Secondly, reading challenges, efficacy, and recognition for reading were examined to determine whether striving readers felt competent in their reading classroom. Lastly, both social reasons for reading and reading involvement were examined to determine whether striving readers had feelings of relatedness in their reading classroom.

Below are the participants' MRQ results, which are discussed dependent on their levels of autonomy, competency, and relatedness. The participants' MRQ results are organized based on a high to moderate sense of autonomy, competency, and relatedness; a moderate to low sense of autonomy, competency, and relatedness; and independent sense of autonomy, competency, and relatedness. Lastly, there is a bivariate correlation analysis, which will show the correlation between the MRQ results and the number of reported teacher behaviors by participants.

Rosalinda's MRQ Results.

According to the MRQ (1997) results, Rosalinda had the highest reading motivation compared to the other participants. She felt she was a curious reader; however, the questionnaire revealed she read for compliance as well. She liked to be recognized for her reading, challenged in her reading, and efficacious in her reading. Rosalinda indicated she read for social reasons and involvement.

Several of the themes mentioned previously were found in Rosalinda's interview transcript. Rosalinda's perception of her teachers' caring behaviors included the following themes: opportunity to makeup work/improve grade, compliment/positive feedback, checking in, and having a positive tone. As far as her perception of her teachers' high expectations, the themes identified were work completion, reading challenge, homework, preparation for the future, and opportunity to makeup work/improve grade. Lastly, the themes derived from Rosalinda's perception of her teachers providing opportunities for participation were Review/scaffold material, one-on-one instruction, and reading interests.

Lissette, Noelle, and Carly's MRQ results.

Lissette, Noelle, and Carly had commonalities in their MRQ (1997) results. They were not as motivated in their reading instruction as Rosalinda, but they had more motivation than the

other participants. Lissette and Noelle were curious readers, but they did not feel that they always read for compliance. Carly described herself as a less curious reader and a more compliant reader than the other two participants. Lissette and Carly had similar feelings regarding competency; they both felt the desire to take on reading challenges, but they did not feel they were efficacious readers. Noelle was not against taking on a challenge in her reading class, and she felt she was an efficacious reader. She was not as interested in being recognized for her reading abilities as Lissette and Carly. Lastly, the three girls received the same score for feelings of relatedness; they all felt that reading for social reasons was not like them, but they all enjoyed getting involved in a good book.

High to moderate sense of autonomy, competency, and relatedness.

Overall, Rosalinda, Lissette, and Noelle have higher levels of reading motivation relating to their sense of autonomy than the other participants of this study. However, Rosalinda and Lissette were more curious readers than Noelle; therefore, their levels of autonomy were slightly higher than Noelle's sense of autonomy. Both Rosalinda and Lissette, who had higher levels of autonomy, perceived the opportunity to makeup work/improve grade as a caring behavior.

Rosalinda and Noelle have higher levels of feelings of competency than the other participants in this study. Firstly, a theme that emerged from Rosalinda and Noelle's transcript regarding high expectations was preparation for the future. This refers to their teacher assisting striving readers further, so they can be successful outside of the eighth grade. Rosalinda indicates, "now, they just give us a RACE response because it is going to help us... to go to high school. So, I'm like 'okay.'" The girls' belief that their teacher preparing them for the future is a high expectation may relate to their higher sense of competency than the other participants in the study.

Secondly, a theme emerged from Rosalinda and Noelle's transcript regarding opportunities for participation that was not found in the other participants' transcripts: reading interests. Reading interests refers to the students having an option on what to read in their reading classroom. For instance, Noelle believed that her teacher was giving her an opportunity to participate in the classroom by giving them an option of a text that they would like to read. The girls perceived the opportunity to participate in the classroom as their teacher allowing them to pursue their reading interests.

Lastly, the four girls, Rosalinda, Lissette, Noelle, and Carly have higher levels of feelings of relatedness than the other participants of this study. A commonality between three of the four girls, Lissette, Noelle, and Carly, was their perception of teachers' high expectations. They believe teachers had high expectations if they provided students with compliments/positive feedback on their work. Rosalinda had the strongest sense of relatedness. However, she did not perceive receiving feedback as a high expectation; she perceived it as teacher care. Lissette, Noelle, and Carly's sense of relatedness was moderate overall, but they had a higher sense of relatedness than the other striving readers in this study.

Jacob, Ashley, and Parker's MRQ results.

The MRQ (1997) data shows Jacob, Ashley, and Parker had less motivation than the other participants mentioned thus far. However, Parker felt the least competent and related of the seven participants. Like Lissette and Noelle, Jacob considered himself a curious reader, but he did not feel he read for compliance. He did not have a high sense of competency in his reading instruction. He was not concerned with whether he was recognized for his reading and did not prefer to be challenged in his instruction. Based on the MRQ (1997) results, Jacob scored lower as an efficacious reader than Rosalinda, Lissette, Noelle, and Carly. Lastly, Jacob did not have

strong feelings of relatedness; he did not read for social reasons and it was difficult for him to get involved with the text. Jacob had a similar sense of autonomy as Lissette and Noelle; however, he had less of a sense of competency and relatedness than the striving readers mentioned above.

Ashley's MRQ (1997) results resembled Jacob's results, as far as their feelings of competency and relatedness. However, Ashley felt less autonomous in her reading instruction. She defined herself as more of a compliant reader than a curious reader. She lacked interest in being recognized for her reading, she did not care whether she was challenged in her reading instruction, and she did not feel she was an efficacious reader, which reveals that she did not feel competent in her reading abilities. She reported that she did not feel connected to the assigned texts, and she did not have the desire to read for social reasons. This conveys Ashley did not have strong feelings of relatedness regarding her reading instruction.

Based on the MRQ (1997) self-report tool, Parker was the least motivated reader of the seven participants of this study. He did not consider himself a curious reader, but he did not feel he read for compliance either. He had no interest in being challenged in his reading instruction; he felt that seeking out a challenge in his reading instruction was a lot different than him. Like Jacob and Ashley, he was not an efficacious reader and he lacked a desire to be recognized for his reading. Lastly, he did not feel that he read for social reasons, and he found it difficult to become involved with a text. Parker had a similar sense of autonomy as Jacob and Ashley, but he had a lower sense of competency and relatedness in his reading instruction than the other two participants.

Moderate to low sense of autonomy, competency, and relatedness.

Jacob and Ashley did not have a strong sense of competency or relatedness compared to the other participants mentioned thus far. Furthermore, they were the only participants to

mention that when a teacher provides one-on-one instruction, he/she has high expectations for his/her striving readers. Jacob indicated that Ms. Johnson would sit down with students when they were working on test corrections, so they could see what they did wrong. Ashley shared that Ms. Carlisle provided her with the opportunity to come in during lunch. The reading instruction was more individualized for Ashley.

As found in the MRQ (1997), Jacob, Ashley, and Parker had a lower sense of competency and relatedness compared to the other striving readers in this study. Ashley and Parker shared the perspective that teachers have high expectations for their students if they allow their students to makeup work/improve their grade. One commonality between Jacob and Parker is they believed that teachers who provided positive incentives were giving them an additional opportunity to participate in the classroom. One example of a positive incentive in Ms. Shields' classroom was what Jacob referred to as the "Step Challenge Goal." The students were challenged to read a certain amount of material, or "take steps" toward their reading goal. Jacob explained, "they set a step-challenge goal for us... to motivate us to get a party."

Independent of sense of autonomy, competency, and relatedness.

Based on the MRQ (1997) data and the interview transcripts, there did not appear to be a relationship between the striving readers' "feelings of autonomy, competency, and relatedness" and specific themes: positive tone, compliments/positive feedback and reading challenge, and review/scaffold material (Ryan & Deci, 1975). These themes were present in most of the participants' transcripts regardless of the sense of autonomy, competency, and relatedness in their reading instruction. To reiterate, positive tone was perceived as a caring behavior, compliments/positive feedback was perceived as a caring behavior and a high expectation, reading challenges was perceived as a high expectation, and reviewing/scaffolding material was

perceived as an opportunity to participate. Compliments/positive feedback was more commonly perceived as a high expectation than a caring behavior.

Bivariate correlations.

The bivariate correlations revealed two significant findings. There was a positive correlation between reading curiosity and the number of reported caring behaviors, $r=.76$, $p=.046$. The variable, reading curiosity, related to a students' sense of autonomy. Furthermore, reading challenges positively correlated with high expectations, $r=.78$, $p=.04$. The variable, reading challenges, relates to a students' sense of competency. Correlations among variables are presented in Table 4.

Table 4

Correlations Between MRQ & Number of Reported Teacher Behaviors

Auto_Reading										Auto_Reading	Comp_Readir	Comp_Readir	Comp_Readir	Relate_Social	Relate_Readir	Caring	High_Expectations	
Auto_Reading	Pearson Corr	1																
	Sig. (2-tailed)																	
Auto_Reading	Pearson Corr	0.006	1															
	Sig. (2-tailed)	0.99																
Comp_Readir	Pearson Corr	0.631	-0.159	1														
	Sig. (2-tailed)	0.129	0.734															
Comp_Readir	Pearson Corr	0.638	0.42	0.69	1													
	Sig. (2-tailed)	0.123	0.348	0.086														
Comp_Readir	Pearson Corr	0.715	0.363	0.444	.764*	1												
	Sig. (2-tailed)	0.071	0.424	0.318	0.046													
Relate_Social	Pearson Corr	.762*	0.336	0.659	.953**	.859*	1											
	Sig. (2-tailed)	0.046	0.462	0.107	0.001	0.013												
Relate_Readir	Pearson Corr	.904**	0.263	0.715	.877**	.888**	.937**	1										
	Sig. (2-tailed)	0.005	0.569	0.071	0.01	0.008	0.002											
Caring	Pearson Corr	.764*	0.304	0.011	0.41	0.64	0.562	0.65	1									
	Sig. (2-tailed)	0.046	0.507	0.981	0.361	0.121	0.19	0.114										
High_Expecta	Pearson Corr	0.206	0.155	.777*	0.601	0.061	0.447	0.379	-0.283	1								
	Sig. (2-tailed)	0.657	0.74	0.04	0.154	0.897	0.314	0.402	0.538									
Opps_Part	Pearson Corr	-0.06	-0.193	0.529	0.478	0.223	0.42	0.206	-0.426	0.51	1							
	Sig. (2-tailed)	0.898	0.679	0.222	0.278	0.63	0.348	0.658	0.341	0.243								

* Correlation is significant at the 0.05 level (2-tailed).

** Correlation is significant at the 0.01 level (2-tailed).

Summary

As reading proficiency in K-12 schools through the United States is low, it is imperative that research finds solutions and these best practices are implemented in schools. The relationship between teacher behaviors and reading motivation is still being determined. This chapter outlined striving readers' perceptions of their teachers' behaviors related to "caring relationships, high expectations, and ongoing opportunities for participation." Additionally, it outlined whether those behaviors related to striving readers' "feelings of autonomy, competency, and relatedness" in their reading instruction (Ryan & Deci, 1975). The overall results found perceptual themes regardless of striving readers' motivation. There were themes identified that may be related to a student's "feelings of autonomy, competency, and relatedness" in their reading classroom (Ryan & Deci, 1975). There were two positive correlations between students' feelings and the reported number of their teacher behaviors.

CHAPTER FIVE: CONCLUSIONS AND RECOMMENDATIONS

Overview

In 2018, there were approximately 35% eighth-grade students who were proficient readers or advanced readers in the state of Florida and the United States. This indicates that steps need to be taken to increase reading proficiency nationwide and statewide. As intensive developmental reading teachers work with nonproficient readers, it is imperative that research is conducted to assist with increasing students' reading proficiency. When students are motivated, they are more likely to push themselves toward success, or in this case become a proficient reader. The purpose of this qualitative research was to examine striving readers' perspectives on their teachers' behaviors related to Benard's (1993) protective factors. The protective factors scrutinized were "caring relationships, high expectations, and ongoing opportunities for participation." The research was guided by the following questions:

1. How do striving readers perceive their teachers' behaviors related to caring relationships, high expectations, and ongoing opportunities for participation?
2. Are these resilience-supportive behaviors related to striving readers' feelings of autonomy, competency, and relatedness in their reading instruction?

In this final chapter, there will be a discussion of the results associated with both research questions. Furthermore, there is an examination of the perceptions of the seven participants, who are defined as striving readers, in this study. This is followed by a discussion of the limitations of this study. This chapter will conclude with a discussion of implications for future research, school-based administrators, and reading teachers.

Significance of Protective Factors

Bonnie Benard (1993) expanded the research on resiliency and examined the importance of resiliency within the classroom. She found that students who have exposure to three protective factors are more likely to be resilient in the classroom. The three protective factors are “caring relationships, high expectations, and ongoing opportunities for participation” (Benard, 1993). Therefore, when research was being conducted on teachers’ behaviors, the questions were constructed to address if students’ teachers aimed to create caring teacher-student relationships, to have high expectations for their students, and provide them with multiple opportunities to be successful in the classroom.

Talk to me & check up on me.

The seven participants in this study had varying perspectives on what these protective factors looked like in their reading classroom; however, there were commonalities regarding their perception. For instance, six of the seven participants perceived the teacher using a positive tone in the classroom as forming caring relationships with the student. Noelle provided an example of when Ms. Shields did not use a positive tone. She shared, “Like one time, I was late to Ms. Shields’ class and she yelled at me because I was late before. So, she yelled at me and I didn’t know why.” Ashley had a similar experience with one of her past teachers; she indicated that she was uncomfortable in her sixth grade reading classroom because she would get yelled at or kicked out of the classroom without an explanation.

Lucas expanded on this. He said that it makes him uncomfortable when a teacher is “pretty much just sitting around and yelling at the kids.” He offered an alternative to this approach; he explained that teachers can create a more comfortable classroom environment by talking to the students one-on-one. This indicates that Noelle, Ashley, and Jacob believe a

teachers' tone is important. They are not against being corrected if it is discussed in a positive tone and they are given an explanation as to what they need to correct, whether behaviorally or academically. Keifer and Pennington (2017) found that students who perceived their teacher to be respectful and monitor their behavior were more academically successful. Positive communication can create a caring relationship between teacher and student (Littlejohn, 2012).

Additionally, five of the seven participants perceived the teacher checking in with them as forming caring relationships with the student. Checking in referred to either the teacher checking in with them to ensure that the student understood the material or to ensure that they are emotionally or physically okay. Carly shared she felt that Ms. Shields showed her concern for her students by checking up on them and asking the student if they understood the task. Garza (2009) determined it was significant to students to check in with them regarding their well-being inside and outside the classroom.

For the latter, Lissette mentioned she would feel comfortable sharing with Ms. Shields and Ms. Johnson if something was wrong. She believed she could "call them over and talk to them." She did not feel this way about Ms. Scarlett. She believed Ms. Scarlett would have shooed her and told her to "sit down and read." The lack of a positive tone made Lissette less comfortable with Ms. Scarlett than with Ms. Shields and Ms. Johnson. This relates to Garrett, Barr, and Rothman's (2009) research, which found that when teachers took personal interest in students' lives, they cared for their students.

Correct me & challenge me.

The participants felt that receiving compliments and positive feedback from their teacher showed that she had high expectations for them. Lissette explained that she felt Ms. Johnson pushed her toward success on a regular basis. Ms. Johnson will tell her if she is doing well on an

assignment, what she can improve on, or what she is doing wrong. She said she would give Lissette time to think and time to struggle through the material before providing additional support. Scaffolding is a strategy that assists with increasing motivation. Students should not get to the point where they are defeated when reading, as that will create a negative relationship with reading (Padak and Potenza-Radis, 2010). This is the norm for Ms. Johnson, and Lissette perceives this feedback as a teacher who has high expectations for her students. Ms. Shields would guide Noelle to the correct answer by explaining what she did wrong or scaffolding the content as well. Parekh's (2016) research found that the participants believed their teacher had high expectations for them. He provided them with feedback and assistance to be successful in his course.

According to Jacob, Ms. Shields gave students the opportunity to make corrections to their work. Once they completed a test, he explained that they would do corrections on the exams so they were able to understand their mistakes. He found this helpful, but he found Ms. Johnson's approach helpful as well. She would sit down with a small group and work with them. She would check their comprehension of a book and let them know where they need to improve. Ms. Johnson's communication with her students and her feedback for her students may relate to a student's level of resilience (2002). Delestre (2016) revealed if students felt there were unclear expectations, they were not graded fairly and became less successful. Therefore, feedback allows students to feel more comfortable, as they are guided in the right direction.

Furthermore, the participants believed that their teacher providing reading challenges indicated that she had high expectations for them. Ms. Shields encouraged the striving readers to challenge themselves in reading by providing them with an extrinsic reward if they met their goal. If the students met their class goal, Ms. Shields had a party. Ms. Johnson gave Lucas an

extra push as well. Gradually, she would introduce him to more difficult texts. When students were engaging in these difficult texts, she allowed students to sit on the beanbag chairs in the classroom. Again, there was a positive correlation between students' feeling of competency, reading challenge and the reported number of teachers having high expectations, $r=.78$, $p=.04$.

Worthy, Patterson, and Salas (2002) found that teachers who differentiated instruction for their students and came up with ways to inspire their students to read were more likely to motivate their students. Ms. Shields and Ms. Johnson differentiated instruction by providing students with texts based on their color level. Ms. Shields and Ms. Johnson used positive incentives to inspire students to challenge themselves in their reading instruction. Positive incentives were a minor theme relating to providing students the opportunity to participate in the classroom. There may be a connection between having incentives as an opportunity and striving readers pursuing the reading challenge that their teacher put forth.

Help me - whole group or one-on-one.

The striving readers believed that reviewing/scaffolding material and one-on-one instruction from their teacher showed that she was willing to provide them with additional opportunities to participate in the reading classroom. Rosalinda specified the significance of reviewing/scaffolding material. When students did not understand the content, Ms. Carlisle would provide the students with background information. She would provide more examples if needed. Rosalinda noted, "she would not say, 'oh, this little person doesn't know anything' ... no, she would say, 'let's do it together.'" Ms. Carlisle used a positive tone with her students if they did not understand a concept. She would bring them together as a whole group and review the material.

Wigfield, Guthrie, and Tonks (2004) conducted studies on concept-oriented reading instruction (CORI); there are six strategies implemented with this program, which are imperative for developing students' reading comprehension and creating an autonomy-supportive environment. The six strategies are activating background knowledge, student questioning, searching for information, summarizing, organizing graphically, and learning story structure for literature. The research found the significance of activating background knowledge. Rosalinda believed this was an important attribute of reviewing/scaffolding material, as it allowed students a better grasp of the content. Carly revealed that Ms. Shields moved through material too quickly. If the students pointed this out to her, she would do her best to slow down and then reteach the material. As mentioned above, striving readers can benefit from scaffolding as it gradually becomes more challenging, which can increase their motivation (Padak and Potenza-Radis, 2010).

Striving readers perceived one-on-one instruction as an opportunity to participate in their classroom. Ms. Shields created small groups based on their color level, which was another way to identify their reading level. The students worked in a small group to respond to prompts in their notebook relating to their assigned text. This allows students to exchange ideas, feedback, and have discussions on the text (Klauda and Guthrie, 2014); however, if Parker struggled with the material or let her know he did not understand something, she would work with him independent of the group. Noelle revealed, "If I did get confused and I asked her, she would try to explain it in a way that I would mostly understand it because I have dyslexia... So, she tries to explain it in a way that I could understand it and that most people probably wouldn't." She believed Ms. Shields was providing her with an opportunity to improve her reading abilities. These findings are consistent with Belshe's (1999) research. She determined that at-risk students

benefit from one-on-one instruction. As the participants of this study are not reading proficient for their grade-level, they are labeled as at-risk students.

Perceptual Connections to Motivation

Here's what you're missing.

Rosalinda and Lissette had a higher sense of autonomy based on the MRQ (1999) results. Both participants described themselves as curious readers and they both explained that when a teacher provides them with the opportunity to make up work or improve their grade, they care about the students. Furthermore, this is supported by the bivariate correlational analysis. Students' feelings of autonomy, reading curiosity, positively correlated with the reported number of teachers' caring behaviors, $r=.76, p=.046$.

Research has found that when students are provided with academic choice, they may feel more autonomous in their reading instruction (2013). Rosalinda and Lissette responded positively to being given the option to improve their grade, which could relate to their higher sense of autonomy in the classroom. Lissette explained that Ms. Johnson and Ms. Shields gave her the option to make corrections to her work and make up missing assignments. Additionally, they would remind her about the assignment or let her know she had the option to redo the assignment.

These opportunities may have created an autonomy-supportive environment for Rosalinda and Lissette. This type of environment can be predictive of higher levels of reading motivation. If students believe they have choice regarding their instruction, they are more likely to put in greater effort (Niemic & Ryan, 2009). Rosalinda indicated that Ms. Lindsey, her English as a Second Language (ESOL) teacher, would assist with her reading instruction. She would inform her if she had a D or an F in the class, check to see if she needed help on the work,

provide her with missing work, or assist her to make corrections to her work. This gave Rosalinda the opportunity to improve, which may relate to her decision to push herself academically.

Rosalinda and Noelle had a higher sense of competency than the other striving readers in this study. Rosalinda and Noelle believed that teachers had high expectations for them if they tried to prepare them for high school or college. Noelle says “she wants you to get better, so you’re prepared for the next grade” when providing an example of high expectations from Ms. Shields’ classroom. Rosalinda described their homework assignments in Ms. Carlisle’s eighth-grade classroom as more challenging than previous grades. She perceives Ms. Carlisle to assign writing prompts for homework to prepare them for ninth grade. Therefore, a higher sense of competency may relate to a striving readers’ belief that their teacher wants to prepare them for their academic future.

Additionally, Rosalinda and Noelle identified reading interests as their teacher providing them with an opportunity to participate in the classroom. This refers to whether the students have choice in their reading selection. Noelle described Ms. Shields encouraging her to participate in class by indicating “we get to pick a text instead of her assigning one.” When students can choose texts or make decisions in the classroom, they are in an autonomy-supportive environment (Barber and Buehl, 2013). In support of this research, Klaudas and Guthrie (2014) found students perceived competency when the teacher provided readable texts and options for students. Rosalinda’s and Noelle’s higher levels of autonomy and competency may relate to their perception of reading choice as an opportunity to participate in the classroom. As mentioned earlier, Lissette and Rosalinda had the highest levels of autonomy of the participants; however, Noelle identified herself as a curious reader as well. Hann’s (2018)

research found value in providing choice to students, as autonomy was beneficial regarding reading comprehension tasks.

Lisette, Noelle, and Carly perceived a teacher to have high expectations when they complimented students on their work and provided positive feedback to students. According to the MRQ (1997), they had moderate feelings of relatedness but more so than the other participants of this study. This moderate feeling of relatedness may relate to their perception of high expectations - teachers providing compliments/feedback. Belshe (1999) and Niemic and Ryan (2009) had similar findings; positive feedback created feelings of support for students, which may relate to feelings of competency in their reading instruction. Rosalinda's high levels of relatedness may relate to her perception, which is teachers who provide compliments/feedback care for their students.

Other research has focused on students' perspectives on belongingness in their classroom. When students have a rapport with a teacher, they will feel more comfortable in their classroom (Parekh, 2016). In Parekh's (2016) study, the participants believed their teacher provided them with resources and feedback because he wanted them to be successful and cared for their success. Rosalinda felt that Ms. Carlisle showed her concern when she explained what she was doing well and held Rosalinda accountable for doing her homework correctly. Carr-Back's (2009) research found that teachers who were perceived as helpful or providing feedback were as significant as caring teachers. Indeed, Rosalinda believed providing feedback and care were related.

Time for a lunch and learn.

Several of the striving readers perceived one-on-one instruction as being provided with an opportunity to participate in the classroom; however, Jacob and Ashley were two participants

who perceived one-on-one instruction as teachers having high expectations for students. Before Elm Hill Middle School, Ashley's seventh-grade teacher, Mr. Locke would push Ashley to work hard by working with her individually. It gave her the attention she needed to be successful on an assignment. Ms. Carlisle would work with Ashley individually as well; she gave her the opportunity to come into class during lunch to complete work. Jacob shared that Ms. Johnson provided students with positive feedback when they were working independently to challenge them. She would sit down with the student to assist them; he explains, "our tests, we would do corrections on them... to look at them and see what we did wrong." Both students had lower levels of competency and relatedness compared to other participants. This weaker sense of competency and relatedness may relate to Jacob and Ashley's perceptions that one-on-one instruction is a high expectation.

Belshe (1999) implemented one-on-one intervention for striving readers to determine whether this increase their sense of competency. The results revealed that one-on-one instruction assists in building competency in students, as they receive positive feedback as they work with the teacher. As Ashley and Jacob did have a high sense of competency in their reading instruction, the findings are not consistent with Belshe's (1999) research. However, it cannot be determined from the findings whether Ashley's and Jacob's feelings of competency increased since the beginning of the school year.

As mentioned in Chapter 4, Jacob, Ashley and Parker had a lower sense of competency and relatedness compared to the other participants. Their lower levels of competency and relatedness may relate to their perspective that being given an opportunity to improve their grade or makeup work is a form of participation. Previous findings showed when students believed their academic grades were important, it predicted intrinsic motivation and development

(Froiland and Orlo's, 2013). Unrau, Ragusa, and Bowers (2015) determined when teachers made content more attainable for students, they were more engaged and interested in the material. The striving readers will feel the teacher cares about their progress when they provide them with more attainable materials. As Ashley and Jacob have lower levels of relatedness, this may change over time if feelings of relatedness relate to feeling the work is attainable. Additionally, a student may feel more successful if they complete makeup work/improve their grade. Therefore, the participants' feelings of competency could change over time.

Additionally, their low sense of competency and relatedness may relate to their perspective on positive incentives as encouragement for participation. When students receive positive incentives for their academic performance, this increases student's motivation using an extrinsic reward (Unrae and Schlackman, 2006). Jacob revealed the purpose of providing incentives is "so we can get our work done and have something to look forward to." Ms. Johnson shared beanbag chairs and pillows with them as an incentive to read in the classroom. Ms. Shields allowed Parker to use his cell phone for ten minutes if he read the expected amount of time in class. She used tickets to motivate students as well. They would have different choices, such as their seat for one week.

Unfortunately, research has found that extrinsic rewards may temporarily motivate students, but overtime, there is a significant decrease for intrinsic and extrinsic motivation in middle school (Unrae and Schlackman, 2006). However, the participants of this study are approaching the end of their middle school career and noted positive incentives can encourage them to participate in the classroom. Therefore, there may be a relationship between students with a low sense of competency and relatedness and positive incentives.

Limitations

This study was approved in a Central Florida School District. Upon approval, the school district assigned the study to Elm Hill Middle School and Stonehedge Middle School. There was little variance in demographics relating to geography, economics, and race. Firstly, the schools are within a ten-mile radius from one another. Based on FLDOE data, most of Elm Hill Middle School's and Stonehedge Middle School's students are not economically disadvantaged. Approximately 30% of the students are labeled as economically disadvantaged; therefore, the schools are not labeled as Title 1. This means schools with high numbers of children from low-income families are provided with financial assistance to ensure that all children meet challenging academic standards (USDOE, 2018).

Elm Hill Middle School and Stonehedge Middle School are similar regarding racial and gender demographic as well. In both schools, 60% of students are Caucasian, 25% are Hispanic, 5% are Black, 5% are two or more races, and 5% are Asian. There was a similar gender demographic as well. There were approximately 47% percent female students and 53% male students. Both schools had more male students than female students; however, most of the participants of the study were female. There were only two male participants. Due to this, the sample size was limited in terms of geography, economic status, race, and gender (FLDOE, 2019).

Recommendations for Stakeholders

The research's purpose was to examine eighth grade striving readers' perception of their teachers' behaviors and whether these behaviors related to their "feelings of autonomy, competency, and relatedness" in their reading instruction (Ryan & Deci, 1975). The results of this research offer several recommendations for further study of striving readers' behavioral

perceptions and reading motivation. One suggestion for educational administrators and leaders is creating professional development for teachers. One suggestion for educators is to create supportive environments in the reading classroom.

Professional development.

The findings of this study suggest administrators would benefit from implementing professional development at their school site that addresses behaviors and actions that create “feelings of autonomy, competency, and relatedness” (Ryan & Deci, 1975). Administrators can implement trainings that focus on teacher awareness of their behaviors/actions that may increase these feelings for their striving readers. Based on the results of the study, striving readers with higher motivation may relate opportunities to makeup work with teacher care, preparation for higher education as having high expectations for students, receiving positive feedback as having high expectations, and reading interests to providing them with additional opportunities.

The training would focus on the significance of providing students with opportunities to makeup work in the classroom, assisting students in preparation for high school and college, providing positive feedback, and/or how to address students' reading interests. For instance, if the training focused on students in preparation for high school and college, it may focus on an advanced template for an argumentative essay. Additionally, if the training centralized on students' reading interests, the coordinator may discuss the importance of book talks and how to create an engaging book talk to appeal to students' interests and curiosity. If teachers were trained in those areas and acted as such in their classroom, this may relate to students' reading motivation, as the findings showed that the participants who perceived these behaviors as significant had higher feelings of autonomy, competency, and/or relatedness.

Also, the participants with a lower sense of autonomy, competency, and relatedness perceived teacher care, high expectations, and opportunities to participate differently than the other participants. Therefore, it is important that the training focuses on the students with lower reading motivation as well. The striving readers with less motivation perceived one-on-one instruction as a high expectation, the opportunity to improve their grade as care and an opportunity to participate in the classroom, and positive incentives as an opportunity to participate in the classroom. These participants had less “feelings of autonomy, competency, and relatedness” than the other participants of this study; however, it is undetermined whether their feelings have increased over time (Ryan & Deci, 1975).

Therefore, it is important to incorporate these perceptions into professional development as well. Although positive incentives are often disputed, different ideas for positive incentives can be shared in the professional development, as it can encourage students to participate in the classroom. Like students using sentence stems when completing assignments, teachers may find value in sentence stems to provide feedback to striving readers, whether during one-on-one instruction or whole group instruction. Regardless of how striving readers perceive the opportunity to makeup work and their motivation, they find it to be valuable in their reading instruction. To mitigate teacher resistance, administrators and educators can share ideas and work together to keep makeup work readily available and easily accessible.

As there are many components to this, an administrator may find it beneficial to focus on a specific area, such as feelings of autonomy. There could be a training that focuses solely on the perceived teacher behaviors that may relate to a striving reader's feelings of autonomy. There could be follow-up trainings that address the other areas, such as feelings of competency and relatedness. This will allow teachers to get a better understanding of each area before moving

onto the next. To ease into implementation, administrators may have teachers choose one perceived teacher behavior that they would like to introduce/focus on in their classroom to increase feelings of autonomy after the first training. Based on additional trainings, the teachers would focus on a behavior to assist with students' feelings of competency and relatedness in their reading classroom. After the research is provided to the educators over the course of several trainings, there may still be a need for follow-up meetings to discuss their progress, their challenges, and receive feedback on the changes they have made.

Creating supportive environments.

The findings of this study suggest that teachers would benefit from creating autonomy, competency, and relatedness-supportive environments in their reading classrooms. As mentioned above, administrators could conduct trainings for their reading teachers to assist in creating these environments; however, if formal training is not in place at their school site, teachers can still create these supportive environments.

Based on the findings from this research, a teacher can create an autonomy-supportive environment by focusing on striving readers' reading interests and providing students with opportunities to makeup work and/or improve their grade. Students can fill out reading interest questionnaires to allow teachers to pinpoint individual differences. The teacher can find texts based on these interests, as it is important that students feel they have options. When providing students with an opportunity to makeup work and/or improve their grade, the teacher can use either a web-based platform to post assignments or use an old-fashioned approach, such as having a makeup work bin for students to retrieve their work. Also, the teacher should consider providing students with the opportunity to make corrections to their work if it did not meet the targeted standard.

In order to create a competency-supportive environment, the teacher can prepare students for high school and college. The teacher can explain why reading strategies and improving reading comprehension will benefit them in the future. If there are additional assignments or homework assignments, the teacher can explain the importance of the work and how it will prepare them for the next grade level. Striving readers may want to believe that their teacher wants to prepare them for their future.

Lastly, teachers should aim to create a relatedness-supportive environment for their striving readers. This means they should feel connected to the content, students, and teacher, so they feel more comfortable in the classroom. If a student does something well, it is easy to look past it, as it is something the students should be doing; however, it is important that the teacher acknowledges and compliments the student for that achievement. Furthermore, if the student is doing well, but there is room for improvement, it is significant to provide the striving readers with positive feedback. Based on the findings of this study, the positive feedback may relate to a sense of relatedness for striving readers. Positive feedback may create feelings of support for these students.

Recommendations for Future Research

Gender differences.

First, the study's participants were mainly eighth-grade girls who met the requirement. Assent/consent forms were sent home with approximately the same number of boys as girls; however, the girls were the participants who returned their assent/consent forms. One question that arose during research related to positive incentives. There were two male participants and they were the only two participants who identified positive incentives as an opportunity to participate in the classroom. That is an area that could be explored further.

Research can be done to focus on striving readers' perceptions of their teachers' behaviors, but it would compare perceptual differences between male and female students. Like this study, the MRQ (1997) can be used to determine "feelings of autonomy, competency, and relatedness" (Ryan & Deci, 1975). Additionally, a comparative analysis could identify whether levels of motivation differ between female and male in their reading instruction. A larger sample size would be needed in order to generalize the results.

Small groups and collaboration.

As the participants of this study with the lowest sense of competency perceived small group instruction as their teacher having high expectations or providing them with an opportunity to participate, this is an area that could be further explored through research. Exploration can focus on striving readers' perception of small group instruction to determine what teachers can implement in a small group setting to create the student perception that they are to be held accountable for their work. Comparative analysis can be conducted to determine how striving readers with varying senses of competency perceive small group instruction. This knowledge can be used to implement strategies into small group instruction that may relate to the highest senses of competency.

Furthermore, research can be conducted to explore why striving readers perceive small group instruction as an opportunity to participate in the classroom. Exploration will determine how students perceive specific activities within their small group instruction and why these activities relate to their feelings of being able to participate in their reading instruction. Likewise, comparative analysis will be used to identify how striving readers perceive specific tasks within small group instruction, which may relate to their overall perception.

Conclusion

In conclusion, the data revealed the perspectives of seven eighth-grade students from a Central Florida school district. These seven participants were classified as striving readers. Although some participants were more intrinsically motivated than others, the seven participants were able to share their perspectives on their teachers' behaviors over the years. They shared what behaviors showed their teacher cared for them, had high expectations for them, and provided them with opportunities to participate in the classroom. The students believed a teacher with a positive tone will create a caring and safe atmosphere. Several of the participants felt that receiving positive feedback from their teacher created a rigorous learning environment for students. Lastly, the readers felt that reviewing/scaffolding material provided them with opportunities to participate in the classroom.

A sense of autonomy, competency, and relatedness are manifestations of being intrinsically motivated (Deci and Ryan, 1985). The participants "feelings of autonomy, competency, and relatedness" varied, which determines their levels of motivation in their reading instruction (Ryan & Deci, 1975). Therefore, some of the students' perceptions regarding their teachers' behavior may relate to students' reading motivation, but that is not necessarily the case.

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APPENDICES

Appendix A1: Modified Motivation for Reading Questionnaire (Wigfield & Guthrie, 1997): Organized by Construct

Modified Motivation for Reading Questionnaire (Wigfield & Guthrie, 1997): Organized by Construct

For each of the following statements, please indicate how true it is for you, using the following scale. For each item, circle the number that best describes how you feel based on the scale below.

- 1 – Very different from me
- 2 – A little different from me
- 3 – A little like me
- 4 – A lot like me

Feelings of Autonomy

- Reading Curiosity
 1. If the teacher discusses something interesting, I might read more about it.
 2. I have favorite subjects that I like to read about.
 3. I read to learn new information about topics that interest me.
 4. I read about my hobbies to learn more about them.
 5. I like to read about new things.
 6. I enjoy reading books about living things.
- Compliance
 7. I do as little schoolwork as possible in reading.
 8. I read because I have to.
 9. I always do my reading work exactly as the teacher wants it.
 10. Finishing every reading assignment is very important to me.
 11. I always try to finish my reading on time.

Feelings of Competency

- Reading Efficacy
 12. I don't know that I will do well in reading next year.
 13. I am a good reader.
 14. I learn more from reading than most students in the class.
- Reading Challenge

15. I like hard, challenging books.
16. If the project is interesting, I can read difficult material.
17. I like it when the questions in books make me think.
18. I usually learn difficult things by reading.
19. If a book is interesting, I don't care how hard it is to read.

- Recognition for Reading

20. I like having the teacher say I read well.
21. My friends sometimes tell me I am a good reader.
22. I like to get compliments for my reading.
23. I am happy when someone recognizes my reading.
24. My parents often tell me what a good job I am doing in reading.

Feelings of Relatedness

- Social Reasons for Reading

25. I visit the library often with my family.
26. I often read to my brother or my sister.
27. My friends and I like to trade things to read.
28. I sometimes read to my parents.
29. I talk to my friends about what I am reading.
30. I like to help my friends with their schoolwork in reading.
31. I like to tell my family about what I am reading.

- Reading Involvement

32. I read stories about fantasy and make believe.
33. I like mysteries.
34. I make pictures in my mind when I read.
35. I feel like I make friends with people in good books.
36. I read a lot of adventure stories.
37. I enjoy a long, involved story or fiction book.

Scoring Information for the MRQ: The response for the above items is 1 equals "very different from me" and 4 equals "a lot like me." Scores are computed for each aspect and construct by averaging across their respective items.

Appendix A2: Approval to Use MRQ (Wigfield & Guthrie, 1997)

Approval to Use MRQ (Wigfield & Guthrie, 1997)

John T. Guthrie

Tue, Mar 10, 8:14
AM (5 days ago)

To Brittany Goldman

You are permitted to use the MRQ for research purposes only, provided you credit the authors in your writing.

On Tue, Mar 10, 2020, 7:12 AM Brittany Goldman <brittany.jean.125@gmail.com> wrote:
Hello - I am a Florida Southern College doctoral student and I am currently working on my dissertation.

My study will focus on teacher behavior/actions and how those behaviors shape below-level readers' perceptions and shape their motivation in their literacy instruction. I would like to use the MRQ for my study.

I am sending this email to see if you would be willing to allow me to do so. Thank you for your time and consideration.

Sincerely,
Brittany Goldman

Appendix B1: Modified Zhao & Li's (2016) Context-Specific Tool for Perceptions of Teacher Behaviors: Interview Questions for Identification of Students' Perceptions of Teacher Behaviors

Modified Zhao & Li's (2016) Context-Specific Tool for Perceptions of Teacher Behaviors:
Interview Questions for Identification of Students' Perceptions of Teacher Behaviors

Introduction

Hi _____. I will be asking you questions on your middle school reading teachers and how you have perceived their behaviors over the years. Specifically, it will focus on caring behaviors, having high expectations, and providing opportunity for participation. If there are any questions that you do not feel comfortable answering, feel free to skip that question. The interview could take up to 45 minutes, but we will not go over that time. Do you have any questions?

Caring Behaviors

1. How would you describe a teacher treating a student with respect?
2. In your current/seventh/sixth-grade middle school reading course, have you always been treated the way you described above?
 - a. If so, is there a specific example of how you were treated with respect by your reading teacher that stands out to you? Will you share that example?
 - b. If not, will you share an example of how you were treated with disrespect?
 - c. What are some of the differences between the two teachers, if any?
3. What teacher behaviors show you that your teacher is concerned with your well-being?
 - a. Do you feel your current/seventh/sixth-grade reading teacher are concerned with your well-being? Why or why not?
4. What teacher behaviors makes you feel safe and comfortable in the classroom?
 - a. Do you feel your current/seventh/sixth-grade reading teachers create a safe and comfortable in the classroom?
5. When you enter your reading classroom, does your current/seventh/sixth-grade reading teacher greet you or ask how you are doing?
 - a. Does this create feelings of comfortability? Why or why not?
 - b. When you are having a bad day, are you comfortable sharing this with your current/seventh/sixth-grade reading teacher? If "yes", what qualities have made you feel comfortable sharing this information?

- c. If “no”, what qualities make you uncomfortable sharing this information?

High Expectations

6. What does it look like when a teacher has high expectations for a student?
 - a. Does your current/seventh/sixth-grade reading teacher have high expectations for you? Provide an example of either their high or low expectations of you.
7. What types of goals have/had you and your current/seventh/sixth-grade reading teacher set for yourself?
 - a. If they have not set goals with you, why do you think they may not have set goals with you regarding your reading progress?
8. Do you feel your current/seventh/sixth-grade reading teachers expect you to work hard and push yourself toward success? Explain why you feel this way.
9. When completing a task in the classroom, is/was your current/seventh/sixth-grade reading teacher providing you with feedback while you are working?
 - a. If so, what type of feedback have you received from your teachers?
 - b. If not, what are your teachers doing while you are completing the task?
10. How has your current/seventh/sixth-grade reading teacher shown that they want to see you challenged to improve your reading skills?

Ongoing Opportunities for Participation

11. When you feel that something is difficult, how has/had your current/seventh/sixth-grade reading teacher assisted you to ensure you complete the task?
12. Do you feel that your current/seventh/sixth-grade reading teacher has/have modified their pace or provided materials in chunks to better assist you in learning the material?
 - a. If so, provide an example on how they have modified their instruction for you.
 - b. If not, how have you felt when the rest of the class is getting too far ahead?
13. When you are working on a task, what are some things your current/seventh/sixth-grade reading teacher has/have shared with you to improve your reading in the future?
 - a. How did this help you perform and complete your in-class assignments better?
14. How has/have your current/seventh/sixth-grade reading teacher encouraged you to participate during class?
15. Do you feel that your current/seventh/sixth-grade reading teacher has/have been there to help you improve your reading skills? Explain your answer.

Appendix B2: Approval to Use Zhao & Li's (2016) Context-Specific Tool

Approval to Use Zhao & Li's (2016) Context-Specific Tool

Li, Weidong <li.832@osu.edu>

Mon, May 28,
2018, 11:47 PM

to Brittany Goldman

please see attached.

Best, weidong

Weidong Li, Ph.D., M.Ap.Stat.

Editor-In-Chief of Journal of Teaching in Physical Education

Associate Professor of Kinesiology

Department of Human Sciences

College of Education and Human Ecology

The Ohio State University

PAES building, Room 270

305 West 17th ave.

Columbus, OH 43210

(O) 6142476506

From: Brittany Goldman [brittany.jean.125@gmail.com]

Sent: Friday, May 18, 2018 8:11 PM

To: Li, Weidong

Subject: Measuring Perceptions of Teachers' Caring Behaviors

Hello - I am a Florida Southern College doctoral student and I am beginning the dissertation process. While completing research, I found your study titled "Measuring Perceptions of Teachers' Caring Behaviors and Their Relationship to Motivational Responses in Physical Education Among Middle School Students".

My proposed study will focus on teacher behavior/actions and how those behaviors shape below-level readers' perceptions and shape their motivation in literacy instruction. I saw that you created a content-specific measurement tool, and I thought it could be useful for my proposed study.

I am sending this email to see if you would be willing to allow me to look at and possibly modify the measurement tool for my proposed study.

Sincerely,
Brittany Goldman

Appendix C1: Parent/Guardian Consent Form

Parent/Guardian Consent Form

Florida Southern College**Parental/Guardian Consent Form for Research Involving a Minor**

Project Title: A Descriptive Case Study of Eighth-Grade Striving Readers' Motivation and Resiliency: Their Perceptions of Teachers' Care, Expectations, and Opportunities

Principal Investigator: Brittany Goldman

Phone: (315) 857-4213

E-mail: brittany.jean.125@gmail.com

Role: Student of Educational Leadership, Ed.D.

Introduction:

My name is Brittany Goldman and I am seeking to learn more about how students perceive their teachers' behaviors in an intensive developmental reading classroom. Also, I would like to learn more about whether these students feel they are motivated readers or motivated in the reading classroom. I am inviting your child to be a part of this research study. You can choose whether you want your child to participate in the study.

Your child is being asked to participate because he/she is currently an eighth-grade student, who has been in an intensive developmental reading course throughout middle school (6th-8th grade).

Your child can discuss anything from the study with you or their friends or anyone else they feel comfortable talking to. You do not have to decide immediately if you'd like your child to participate. Please read the following information carefully and do not hesitate to contact me if you have any questions. You can find my contact information above.

Purpose of the research: This purpose of this study is to learn how striving readers perceive teacher behaviors and whether certain behaviors can create motivated reading students. The teacher behaviors that will be examined are caring behaviors, having high expectations, and providing opportunities for participation.

Procedure to be followed:

If your child participates in this study, he/she will be asked to do the following:

- Participate in one digitally recorded interview, which can last up to 45 minutes.
- There may be a follow-up recorded interview that will last no more than 45 minutes.

- Following the interviews, the researcher will type what your child said and will review the copy with your child. Your child may make any changes or add comments. This interview transcript will not be shared with anyone else, and all names will be kept confidential.
- In addition, your child will be asked to fill out one questionnaire. All papers and tapes will be kept in a secure location and destroyed after two years.

Note: The first interview and questionnaire will be completed during the same school day. The second interview will be on a separate school day, if needed.

Potential benefits: This study will not bring specific rewards to your child. However, the information found in this study may be used to improve reading instruction.

Potential risks: This project will not bring your child any physical discomfort. However, he/she will be asked questions relating to past experiences with his/her intensive reading teachers. If he/she had a negative experience with one of his/her teachers, he/she may feel uncomfortable sharing that information. Please keep in mind – your child will choose whether to share sensitive and confidential information during the interview. His/her name and other personal information will not be shared with anyone. He/she can skip any question that he/she would like.

Time duration of participation:

- Interview One: 45-minute maximum
- Questionnaire: 45-minute maximum
- Interview Two: 45-minute maximum (if needed)

Statement of confidentiality: All records are kept confidential and will be available only to professional researchers and staff. If the results of this study are published, the data will not identify individual children.

Voluntary participation: Your child's participation is voluntary. If you feel your child has in any way been coerced into participation, please inform the faculty advisor. We also ask that you read this letter to your child (if age-appropriate) and inform your child that participation is voluntary. At the time of the study, your child will once again be reminded of this by the researcher.

Termination of participation: If at any point during the study you or your child wishes to terminate the session, we will do so.

Printed Name of Parent/Guardian

Signature of Parent/Guardian

Date

Appendix C2: Student Assent Form

Student Assent Form

Florida Southern College**Student Assent Form**

Project Title: A Descriptive Case Study of Eighth-Grade Striving Readers' Motivation and Resiliency: Their Perceptions of Teachers' Care, Expectations, and Opportunities

Principal Investigator: Brittany Goldman

Phone: (315) 857-4213

E-mail: brittany.jean.125@gmail.com

Role: Student of Educational Leadership, Ed.D.

Introduction:

My name is Brittany Goldman and I am seeking to learn more about how students perceive their teachers' behaviors in a reading classroom. Also, I would like to learn more about whether you feel you are a motivated reader or motivated in the reading classroom. I am going to give you information and invite you to be part of a research study. You can choose whether you want to participate.

You are being asked to participate because you are currently an eighth-grade student, who has been in a reading course throughout middle school (6th-8th grade).

You may discuss anything in this form with your parents or friends or anyone else you feel comfortable talking to. You can decide whether to participate or not after you have talked it over. You do not have to decide immediately.

There may be some words you don't understand or things that you want me to explain more about because you are interested or concerned. Please ask me to stop at any time and I will take time to explain.

Purpose of the research:

This purpose of this study is to learn how striving readers perceive teacher behaviors and whether certain behaviors can create motivated reading students. The teacher behaviors that will be examined are caring behaviors, having high expectations, and providing opportunities for participation.

Procedures to be followed:

If you decide to participate in this study, you will be asked to do the following:

- Participate in one digitally recorded interview, which can last up to 45 minutes.
- There may be a follow-up digitally recorded interview that will last no more than 45 minutes.
- Following the interviews, the researcher will type what you said and will review the copy with you. You can make any changes or add comments. This interview transcript will not be shared with anyone else, and all names will be kept confidential.
- In addition, you will be asked to fill out one questionnaire. All papers and tapes will be kept in a secure location and destroyed after two years.

Note: The first interview and questionnaire will occur during one school day. The second interview will occur on a separate school day, if needed.

Potential benefits:

This study will not bring specific rewards to you. However, you and other students may be helped by the information found in this study, which may be used to improve reading instruction.

Potential risks:

This project will not bring you any physical discomfort. However, you will be asked questions relating to past experiences with your reading teachers. If you had a negative experience with one of your teachers, you may feel uncomfortable sharing that information. Please keep in mind - you will choose whether to share sensitive and confidential information during the interview. Your name and other personal information will not be shared with anyone. You can skip any question that you would like.

Time duration of participation:

- Interview One: 45-minute maximum
- Questionnaire: 45-minute maximum
- Interview Two: 45-minute maximum (if needed)

Statement of confidentiality:

Any information that you share in this study and that can be identified with you will remain confidential and will be shared only with your permission. Confidentiality will be maintained by using a made-up name instead of your name. The researcher will keep interview tapes in a secure place for two years, and they will then be destroyed.

The results of this study may be published in a book or article. However, your name and other information will not be included.

Voluntary participation: You do not have to be in this research. No one will be mad or disappointed with you if you do not participate. (You can think about it and tell us later if you want. You can say "yes" now and change your mind later and it will still be okay.)

Termination of participation: If at any point during the study you wish to terminate the session, I will do so.

If you have any questions or concerns about this research, please contact the primary investigator:

Brittany Goldman

Brittany.jean.125@gmail.com

I understand the research process. My questions have been answered, and I agree to participate in this study. I have been given a copy of this form.

Printed Name of Subject

Signature of Subject

Date

Parent/Guardian has signed an informed consent ___Yes ___No ____**(initialed by researcher)**

Appendix D1: Participants 1, 6 and 7: MRQ Results and Theme Comparison

Lisette, Noelle, and Carly: MRQ Results and Theme Comparison

Participants are grouped based on their average levels of autonomy, competency, and relatedness.

Lisette – Stonehedge

Psychological Factors	Sub-Categories	Percentage	Average
Autonomy	Reading Curiosity	88%	4 – A lot like me
	Reading Compliance	55%	2 – A little different than me
	Overall Autonomy	72%	3 – A little like me
Competency	Reading Challenges	50%	2 – A little different than me
	Reading Efficacy	50%	2 – A little different than me
	Recognition	65%	3 – A little like me
	Overall Competency	56%	3 – A little like me
Relatedness	Social Reasons	39%	2 – A little different than me
	Reading Involvement	71%	3 – A little like me
	Overall Relatedness	54%	3 – A little like me

Noelle – Stonehedge

Psychological Factors	Sub-Categories	Percentages	Average
Autonomy	Reading Curiosity	67%	3 = A little like me
	Reading Compliance	50%	2 = A little different than me
	Overall Autonomy	59%	3 – A little like me
Competency	Reading Challenges	85%	3 = A little like me
	Reading Efficacy	67%	3 = A little like me
	Recognition	55%	2 = A little different than me
	Overall Competency	69%	3 = A little like me

Relatedness	Social Reasons	43%	2 = A little different than me
	Reading Involvement	67%	3 = A little like me
	Overall Relatedness	54%	3 = A little like me

Carly – Stonehedge

Psychological Factors	Sub-Categories	Percentages	Average
Autonomy	Reading Curiosity	54%	2 = A little different than me
	Reading Compliance	70%	3 = A little like me
	Overall Autonomy	61%	3 = A little like me
Competency	Reading Challenges	50%	2 = A little different than me
	Reading Efficacy	58%	2 = A little different than me
	Recognition	70%	3 = A little like me
	Overall Competency	59%	2 = A little different than me
Relatedness	Social Reasons	43%	2 = A little different than me
	Reading Involvement	63%	3 = A little like me
	Overall Relatedness	52%	3 = A little like me

Themes	Lissette	Noelle	Carly
Caring Behaviors:			
Opportunity to makeup work/improve grade	Yes	No	No
Redirection of work/behavior	Yes	No	No
Compliment/positive feedback	No	No	No
Checking in	Yes	No	Yes
Positive tone	Yes	Yes	Yes
High Expectations:			
Compliments/positive feedback	Yes	Yes	Yes
Work completion	Yes	Yes	No
Reading challenge	No	Yes	Yes
Homework	No	No	Yes
Preparation for the future	No	Yes	No
Small group instruction	No	Yes	No
One-on-one instruction	No	No	No
Opportunity to makeup work/improve grade	No	No	No
Opportunities for Participation:			
Reading challenge	Yes	Yes	No

Review/scaffold material	No	Yes	Yes
One-on-one instruction	No	Yes	Yes
Positive incentives	No	No	Yes
Reading interests	No	Yes	No

Appendix D2: Participants 2 & 4: MRQ Results and Theme Comparison**Jacob & Ashley: MRQ Results and Theme Comparison**

Participants are grouped based on their average levels of autonomy, competency, and relatedness.

Jacob – Stonehedge

Psychological Factors	Sub-Categories	Percentages	Average
Autonomy	Reading Curiosity	67%	3 = A little like me
	Reading Compliance	55%	2 = A little different than me
	Overall Autonomy	61%	3 = A little like me
Competency	Reading Challenges	60%	2 = A little different than me
	Reading Efficacy	42%	2 = A little different than me
	Recognition	45%	2 = A little different than me
	Overall Competency	50%	2 = A little different than me
Relatedness	Social Reasons	32%	1 = A lot different than me
	Reading Involvement	54%	2 = A little different than me
	Overall Relatedness	42%	2 = A little different than me

Ashley– Elm Hill

Psychological Factors	Sub-Categories	Score	Average
Autonomy	Reading Curiosity	50%	2 = A little different than me
	Reading Compliance	75%	3 = A little like me
	Overall Autonomy	61%	3 = A little like me
Competency	Reading Challenges	45%	2 = A little different than me
	Reading Efficacy	50%	2 = A little different than me
	Recognition	45%	

	Overall Competency	46%	2 = A little different than me 2 = A little different than me
Relatedness	Social Reasons	25%	1 = Very different than me
	Reading Involvement	50%	2 = A little different than me
	Overall Relatedness	37%	2 = A little different than me

Themes	Jacob	Ashley
Caring Behaviors:		
Opportunity to makeup work/improve grade	No	No
Redirection of work/behavior	No	No
Compliment/positive feedback	No	No
Checking in	Yes	Yes
Positive tone	Yes	Yes
High Expectations:		
Compliments/positive feedback	Yes	Yes
Work completion	No	No
Reading challenge	Yes	No
Homework	No	No
Preparation for the future	No	No
Small group instruction	Yes	Yes
One-on-one instruction	Yes	Yes
Opportunity to makeup work/improve grade	No	Yes
Opportunities for Participation:		
Reading challenge	No	No
Review/scaffold material	Yes	Yes
One-on-one instruction	No	No
Positive incentives	Yes	No
Reading interests	No	No

Appendix D3: Participant 3: MRQ Results and Themes

Rosalinda: MRQ Results and Themes

Participants are grouped based on their average levels of autonomy, competency, and relatedness.

Rosalinda – Elm Hill

Psychological Factors	Sub-Categories	Percentages	Average
Autonomy	Reading Curiosity	100%	4 = A lot like me
	Reading Compliance	75%	3 = A little like me
	Overall Autonomy	87%	4 = A lot like me
Competency	Reading Challenges	80%	3 = A little like me
	Reading Efficacy	100%	4 = A lot like me
	Recognition	80%	3 = A little like me
	Overall Competency	85%	3 = A little like me
Relatedness	Social Reasons	79%	3 = A little like me
	Reading Involvement	100%	4 = A lot like me
	Overall Relatedness	88%	4 = A lot like me

Themes	Rosalinda
Caring Behaviors:	
Opportunity to makeup work/improve grade	Yes
Redirection of work/behavior	No
Compliment/positive feedback	Yes
Checking in	Yes
Positive tone	Yes
High Expectations:	
Compliments/positive feedback	No
Work completion	Yes
Reading challenge	Yes
Homework	Yes
Preparation for the future	Yes
Small group instruction	No
One-on-one instruction	No

Opportunity to makeup work/improve grade	Yes
Opportunities for Participation:	
Reading challenge	No
Review/scaffold material	Yes
One-on-one instruction	Yes
Positive incentives	No
Reading interests	Yes

Appendix D4: Participant 5 MRQ Results and Themes**Parker: MRQ Results and Themes**

Participants are grouped based on their average levels of autonomy, competency, and relatedness.

Parker – Stonehedge

Psychological Factors	Sub-Categories	Percentages	Average
Autonomy	Reading Curiosity	42%	2 = A little different than me
	Reading Compliance	60%	2 = A little different than me
	Overall Autonomy	50%	2 = A little different than me
Competency	Reading Challenges	35%	1 = A lot different than me
	Reading Efficacy	50%	2 = A little different than me
	Recognition	45%	2 = A little different than me
	Overall Competency	42%	1 = A lot different than me
Relatedness	Social Reasons	32%	1 = A lot different than me
	Reading Involvement	42%	2 = A little different than me
	Overall Relatedness	37%	2 = A little different than me

Themes	Parker
Caring Behaviors:	
Opportunity to makeup work/improve grade	No
Redirection of work/behavior	Yes
Compliment/positive feedback	Yes
Checking in	No
Positive tone	No
High Expectations:	
Compliments/positive feedback	No
Work completion	Yes
Reading challenge	Yes

Homework	No
Preparation for the future	No
Small group instruction	No
One-on-one instruction	No
Opportunity to makeup work/improve grade	Yes
Opportunities for Participation:	
Reading challenge	No
Review/scaffold material	Yes
One-on-one instruction	Yes
Positive incentives	Yes
Reading interests	No