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Reading Compliance in a School Psychology Graduate Program

Britainey Anne Cooper
britaineyacooper@gmail.com

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READING COMPLIANCE IN A SCHOOL PSYCHOLOGY GRADUATE PROGRAM

**A thesis submitted to
the Graduate College of
Marshall University**

**In partial fulfillment of
the requirements for the degree of
Education Specialist**

**in
School Psychology**

**by
Britainey Anne Cooper**

**Approved by
Sandra S. Stroebe, Ph.D. Committee Chairperson**

Stephen L. O'Keefe, Ph.D.

Ray V. Haning, M.D.

Fred Jay Krieg, Ph.D.

Marshall University

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ABSTRACT

The purpose of this study was to collect data on graduate reading compliance specific to the field of school psychology. This study examined the amount of required reading completed by graduate students in a National Association of School Psychologists accredited school psychology training program. An online questionnaire developed by McMinn & colleagues (2009) was adapted to fit the context of the current study. Thirty-two students (70%) responded. Analysis of Covariance (ANCOVA) revealed that reading compliance was affected by the number of adults living with students, $F(1, 20) = 6.14, p = .022, \eta_p^2 = .235$. Students were most motivated to read when they were interested in a subject and most hindered when they had too many other academic assignments.

Chapter 1

Literature Review

Reading is essential to learning and growth. Reading fosters the growth of students' fundamental knowledge and helps them acquire the skills necessary for remaining competent throughout their careers (McMinn, Tabor, Trihub, Taylor & Dominguez, 2009). Failure to monitor reading compliance sends a message to students that this aspect of learning is optional and of little concern to the instructor (Burchfield & Sappington, 2000). Psychologists, according to the American Psychological Association Ethical Principles and Code of Conduct (2010), are permitted to practice only within their boundaries of competence. They are to provide services only in areas in which they have had adequate training. Students must prepare for professional work, and faculty are to design programs that deliver sufficient instruction, of which reading is a major component (McMinn et al., 2009). If students are not trained to read adequately in preparatory programs, they may continue to neglect the responsibility to read developing research in their respective fields.

Several studies report that approximately half of students read assigned texts prior to classroom instruction. Reading compliance has decreased over time according to Burchfield and Sappington (2000), and subsequent evidence supports such findings. Students spend less time reading and studying than they did twenty years ago. Students express a belief that professors do not actually expect them to complete all of the reading assigned (Starcher & Proffitt, 2011). Failure to develop strong reading habits in college and graduate school affects reading habits throughout graduates' careers.

Reading Compliance Trends

Amount of reading compliance of graduate and undergraduate students. Reading compliance has been shown to be positively correlated with the level of instruction. Between 1981 and 1997, Burchfield and Sappington (2000) studied the reading compliance of 910 undergraduate and graduate-level psychology students. A passing score on the first surprise quiz

of the quarter determined compliance. The compliance rate, overall, was 33.9%. Graduate students demonstrated a higher mean of 61.6% than did lower grade levels with compliance rates decreasing by level to the lowest compliance rate, 24.5%, of 100-and 200-level students (Burchfield & Sappington, 2000). This study did not control for variables other than reading compliance affecting performance.

In a study by Clump, Bauer, and Bradley (2004), 423 undergraduate students at a northwestern university completed a survey on reading compliance. Psychology students appeared to read an average of 27.46% of assigned readings prior to class. Before tests, however, they read approximately 69.98%. Clump and Doll issued a similar survey in 2007, collecting data from 193 students in masters level courses. Responses held that students read 54.21%, on average, prior to class attendance and 84.14% before a test. It was also discovered that the course in which a student was enrolled corresponds with reading compliance. Students in statistical methods read 21.21% (least) while those in advanced statistics read 42.96% (most) of assigned readings prior to class. Before a test, Clump, et al., (2004) realized, students in statistical methods read 60.83% (least), and those in advanced statistics read 83.33% (most).

Time allotted to reading and textbooks. Most students spend fewer than three hours per week completing reading assignments. Students often put off reading any assigned material until just before reading-based assessments. Eighty percent of students at Auburn University (AU) and 93% at Emporia State University (ESU) reported spending less than three hours per week reading their textbooks. Sixty percent at AU and 70% at ESU reported not reading until one week to three days before an exam (Sikorski, Rich, Saville, Buskist, Drogan & Davis, 2002).

Berry, Cook, Hill, and Stevens (2011) examined the extent to which undergraduate finance students utilize their textbooks. Two hundred sixty-four students completed a survey. Eighteen percent of students admitted to not using the textbooks at all. In addition, 53% of respondents reported never or rarely reading prior to class. Only eight percent reported reading more than three hours per week (Berry et al., 2011).

Reading patterns. McMinn et al. (2009) received 744 responses to an online survey distributed to graduate students in APA-accredited doctoral programs. Analysis of results revealed that clinical psychology students completed about half of assigned reading (330 pages per week). Though they read only half of the required assignments, those who completed reading assignments in the McMinn et al. (2009) study were more likely to read thoroughly than to skim or fail to read at all.

Why Students Do or Don't Read

Factors motivating students to read. For many students, potential academic reflections of effort, such as quiz, report, or discussion grades are strong motivators. A Clemson University study conducted by Connor-Greene (2000) revealed that compliance was higher in classes giving a daily quiz than in those giving four semester exams, 92% to 2%, respectively. In the Hoeft (2012) study, both a large group of 100 students and a small group of 24 students expressed that the main motivating factor to read was a concern over grades. At the end of the year, the students in the small group stated that their professor's opinion of them was the strongest contributing factor (Hoeft, 2012). The behavior of professors in terms of structuring and promoting reading was an important contributing factor in reading compliance (Starcher and Proffitt, 2011). The finding that students' attitudes shifted to encompass their professor's opinion of them demonstrates that it is possible to utilize intrinsic motivation tactics rather than quizzes and grades.

Motivating factors for psychology doctoral students included having an interest in the subject, requirements to write papers based on assignments, and tests or quizzes based on reading (McMinn et al., 2009). Student interest in a topic was an intrinsic motivator. The type and quality of reading materials motivate students to complete required assignments. When asked to rate motivators on a Likert-type scale, clinical psychology doctoral students responded that they were motivated to read assignments that are current and up to date. The language, style of writing, and

type of reading also influenced motivation. If writing was easily understood, students were more likely to read (McMinn et al., 2009).

The instructional philosophy of a program has an effect on student reading efforts. Students in practitioner-scholar programs left more unread than those in science-practitioner programs (McMinn et al., 2009). The latter discrepancy may have been due to the amount of time spent in field experience as practitioner-scholars as opposed to the research-intensive science-practitioner model.

Factors deterring students from reading. Increasing demands on students make it difficult for students to meet expectations. In the 1970s and 80s, graduate programs, on average, required 400 service hours. By 2006, this number grew to 1,174. The increase in required service hours makes it more difficult for students to complete required reading assignments. Students may compromise reading assignments when they find that they have too little time in graduate school for non-academic responsibilities, such as family and social commitments (McMinn et al., 2009). The number of practicum hours, the amount of assigned reading, and year of attendance has a negative relationship with thorough reading. Age of students seemed to be positively correlated (McMinn et al., 2009). Students often have to balance studying around work, practicum, and in-class hours. Work schedules are another main factor contributing to the decline in reading compliance (Hoeft, 2012). Of the finance students surveyed, 83% are employed and two-thirds work more than 10 hours per week along with extra-curricular activities (Berry et al., 2011). Finding a balance is difficult for students with responsibilities outside of academic demands, and neglecting reading is often the least consequential.

Many students do not view reading as a major component to academic success. Students spend less time reading and studying than they did 20 years ago. Most students believe that attending class and taking notes are more important than reading textbooks, which are considered to be a less-than-critical component of learning (Berry et al., 2011). After completing a survey, 64% of respondents at Auburn University (AU) and 58% of respondents at Emporia State

University (ESU) felt that recording and studying notes was the most important contributor to success. Only six percent of AU and four percent of ESU students felt that reading the textbook was the most important factor (Sikorski et al., 2002).

Student perception of reading assignments based on experience plays a role in non-compliance. For instance, repetitive assignments, familiar topics, and fatigue are deterrents to reading compliance (McMinn et al., 2009). Other inhibiting factors include too many assignments at one time, readings that are perceived to be too long, and too many non-academic responsibilities (McMinn et al., 2009). Low self-confidence may also play a role in reading compliance. Also, students tend to not realize the value and significance of reading materials (Lei, Bartlett, Gorney & Herschbach, 2010). Drastic increases in textbook prices are a major concern for undergraduate and graduate students. The costs of textbooks have increased two times the rate of inflation over the past 20 years (Berry et al., 2011). Most students are not falling short of reading expectations due to lack of effort or poor study habits. The studies exploring reasons for non-compliance reveal that students often fail to complete required reading due to conflicting responsibilities.

Effect on Performance and Field

Programs and academic performance. With knowledge of reading compliance trends and student attitudes, professors can consider interventions to increase student motivation to read. Students view reading as a supplemental component of learning; therefore, they turn to textbooks when they do not understand a lecture topic or have homework difficulties (Berry et al., 2011). Students do not tend to read prior to class because they feel that the professor is responsible for reviewing reading material and relaying what is important (Clump et. al, 2004). Professors are viewed as the primary information source, and textbooks are deemed a supplemental resource.

Many faculty claim to foster higher-level thinking in students as opposed to memorization and replication; however, their tests often emphasize basic knowledge rather than application or evaluation of skills. Focusing on problem solving in class and rote facts on exams

sends students mixed messages about expectations for learning (Connor-Greene, 2000). Incorporating critical thinking on tests rewards adequate preparation. Tests should be developed in a manner that requires students to perform a desired behavior, such as critical thinking (Connor-Greene, 2000). The usage of TIERS (Thoughtfully, Intellectually, Engaging Responses) in co-occurrence with reading logs positively affected reading compliance for students. TIERS are questions that can only be adequately answered if the assigned reading was completed. The questions are thought provoking and, often, subjective (Starcher & Proffitt, 2009). Carney, Fry, Gabriele, and Ballard (2008) discovered that students in classes using learning logs reported that they were more likely to complete readings and participate in discussions as a result of having done so.

Reading non-compliance affects classroom interaction, assessment scores, and overall student learning. Completion of reading requirements leads to more stimulating classroom discussion and enhanced social dynamics (Hoeft, 2012). Low levels of reading compliance negatively affect class discussions, lecture appreciation, and content mastery (Sappington, Kinsey, & Munsayac, 2002). Student reading compliance is correlated to final exam scores. Eleven sections of undergraduate abnormal psychology classes were given surprise quizzes over the readings. Researchers tested for reading compliance by including an item that inquired as to whether students read the assignment or not. Students had to list any four facts, concepts, ideas, observations, statistics, photos, or cartoons from the reading. The authors found that, based on the first quiz, students who failed (scored as -1) averaged 68.34% on the final exam. Students with mediocre performances (scored as 0) averaged 74% on the final, and students who passed the first quiz (scored as 1) averaged 85.54% on the final (Sappington et al., 2002). Non-compliance has a positive correlation with lower grades while compliance is positively reflected by higher grades.

Reading as professionals. Although the most frequently occurring suggestion for increasing reading compliance is quizzing students on reading assignments, Starcher and Porffitt (2011), were disappointed in this finding. Professors who incorporate intrinsic Theory Y

management exhibit a trust that students will complete assigned readings because it is in their best interests. Theory X professors are more likely to give quizzes and other extrinsic motivators in an effort to force compliance. Extrinsic motivators, such as the threat of a poor quiz grade and embarrassment in front of peers, are inferior to intrinsic motivators. Also, it is apparent that the usage of extrinsic motivators has long-term consequences. Theory Y, reliance on intrinsic motivators, helps people build upon an internal desire to succeed. Intrinsic motivation, not forced compliance, helps students to develop a love of learning and capitalize on skills they will utilize throughout their careers (Starcher & Proffitt, 2011). It is intrinsic, not extrinsic, motivation that will keep students reading post-graduation.

Many practicing psychologists continue to struggle to keep up with reading while balancing personal and professional responsibilities (McMinn et al., 2009). If proper habits are not instilled in students throughout training, they do not necessarily develop such habits later in life. Standard II.1.4 of the National Association of School Psychologist's Principles for Professional Ethics (2010) states that it is necessary to continue professional development through research, training, and practice. Continuing developments in research place constant reading demands on professionals, and graduates must keep up-to-date on current studies post-graduation.

Purpose of the Current Study

Reading fosters professional competence. It is unethical for graduates to provide services outside of the areas in which they have received adequate training. According to National Association of School Psychologists (NASP) Principles for Professional Ethics standard II.1.1 (2010), school psychologists only provide services in areas in which they are competent. Lack of current and fundamental knowledge of practice could negatively impact services for children.

The purpose of this study is to collect data on graduate reading compliance specific to the field of school psychology. This study examines the amount of required reading completed by students in a NASP-accredited school psychology graduate program as well as the factors

influencing their reading habits. Similar studies have been completed previously, but none have been specific to the field of school psychology.

Hypotheses

Hypothesis 1. The distribution of reading compliance will approach the normal curve.

Hypothesis 2. Advanced graduate students (students with >36 hours) will demonstrate higher reading compliance.

Hypothesis 3. Family/childcare and employment responsibilities will influence reading compliance.

Chapter 2

Method

Participants

Participants were students in a NASP-accredited school psychology graduate program. Thirty-two out of a possible 46 students completed the online questionnaire. The sample is approximately 70% of the total number of graduate students in the NASP-accredited school psychology program. Respondents were predominately females (81%), which is congruent with the national trend for most graduate students in school psychology. European Americans also comprised a predominant 88% part of our sample. Other races represented include African Americans (3%), Hispanics/Latinos (3%), and other ethnicities (6%). Participants varied in age from 21 to 40 years old, with a mean of 26 years. First and second year students represented 9.4% and 56.3% of the sample, respectively. The remaining students were in their third (25%), fourth (3.1%), or fifth (6.3%) year.

Instrument

The online questionnaire developed by McMinn & colleagues (2009) was adapted to fit the context of the current study. The word “doctoral” was changed to “graduate” in questions #2, #3, #5, #9, and #20 (See Appendix A). The following response options were altered in the second question, which asked what type of graduate degree the participant was pursuing: Ed.S. or Ph.D./Ed.D. Other demographic questions remained the same. A Cronbach’s Alpha statistical method was applied to the data generated by the pilot survey, this survey yielded strong internal consistency (>.9).

Procedure

Approval was obtained from the Institutional Research Board (IRB) to complete this study. The current study is part of a larger study which surveyed all NASP approved school psychology graduate programs in the nation (See Appendix B).

In order to obtain information on the reliability or internal consistency of the survey, a paper copy of the online questionnaire was given to former graduates of the program within the last five years. After determining the reliability of the instrument, an email was sent to the program director of the graduate program. The e-mail requested that the program director forward the e-mail to all school psychology graduate students. The hyperlink to the online questionnaire was listed at the bottom of the email. Due to a low response, professors also distributed paper copies of the survey to students in two different classes.

CHAPTER 3

RESULTS

Hypothesis 1

In order to examine Hypothesis 1, which stated that the distribution of reading compliance would approach the normal curve, the data was displayed on a scatter plot. This hypothesis was not supported (See Figures 1 and 2). Figure 1 demonstrates that there was no evidence of correlation between hours completed towards degree and assigned reading completed by students. Figure 2 demonstrates that there was no normal distribution of percentage of assigned reading completed by students. Following analysis, a histogram was created in order to further demonstrate a lack of normal distribution.

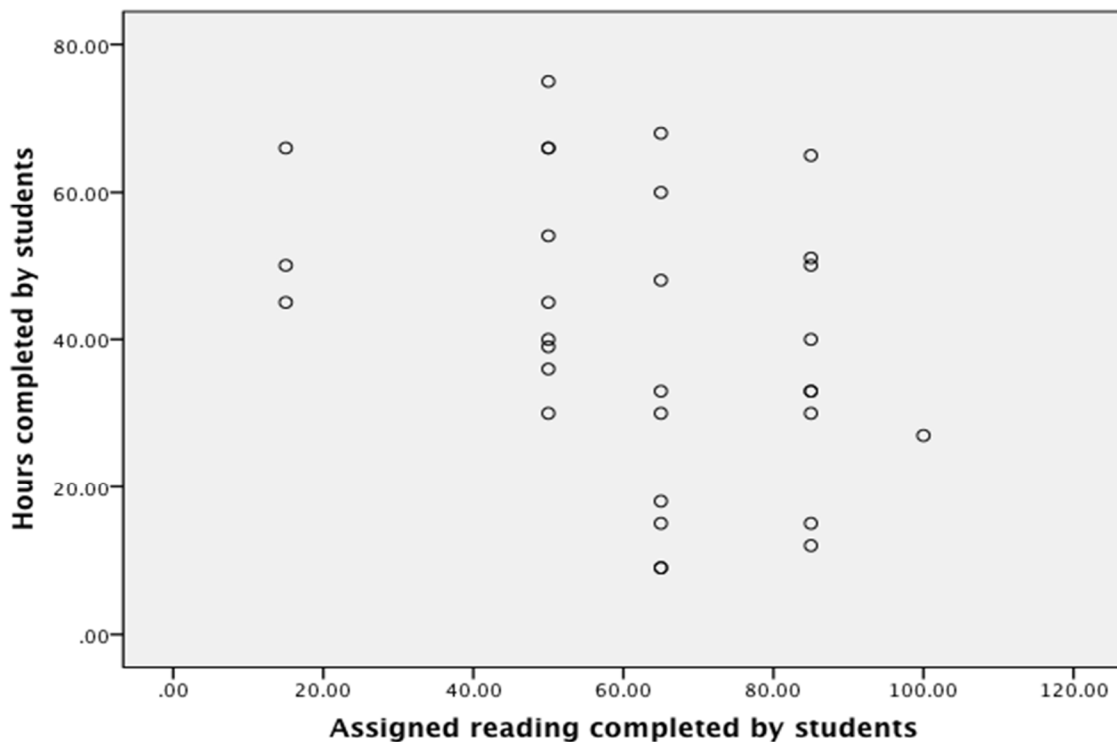


Figure 1. Scatter plot of hours completed and amount of reading completed by graduate students in a NASP-accredited program in school psychology.

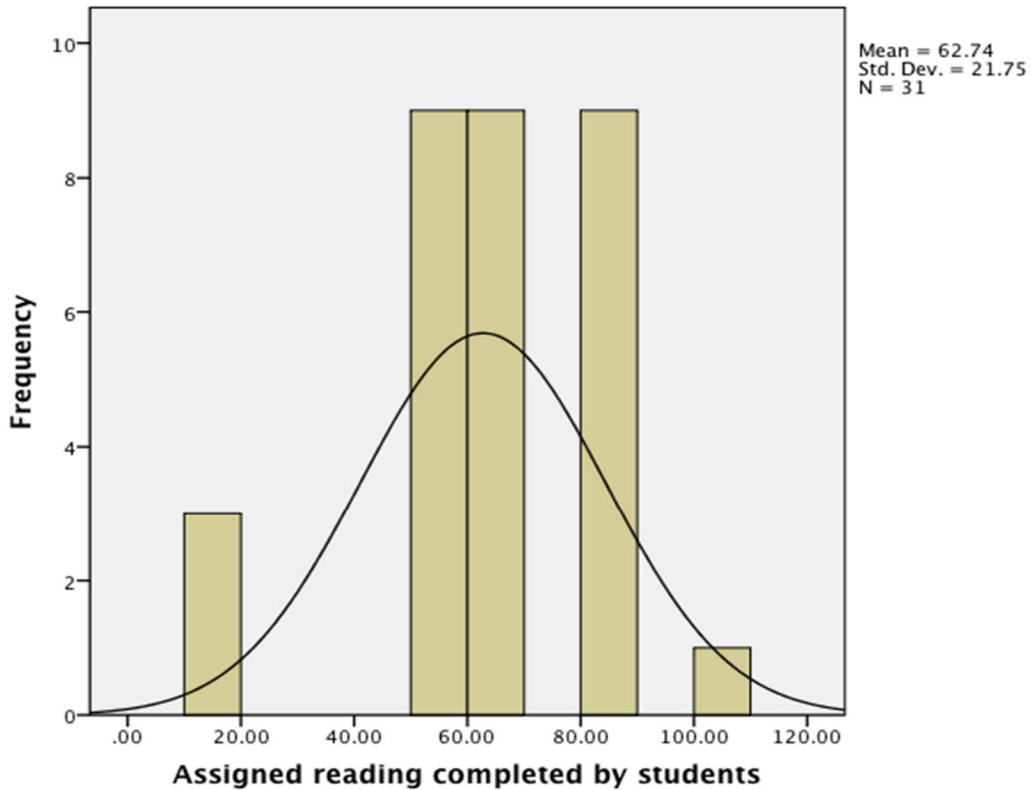


Figure 2. Histogram of amount of reading completed by graduate students in a NASP-accredited program in school psychology.

Hypothesis 2

An ANCOVA was calculated to examine if advanced graduate students (students with >36 hours) would demonstrate higher reading compliance. The correlation of the ANCOVA displayed in Table 1, which displays the relationship between number of hours and reading compliance, also supported the rejection of Hypothesis 2. Hours completed by graduate students had no significant correlation with reading compliance. Table 2 provides the mean and standard

deviations of predictor variables for the ANCOVA. Upon further analysis, an error bar plot (See Figure 3) was created in order to evaluate the means. The error bar graph further supported the rejection of Hypothesis 2.

Table 1

Correlation among Factors Potentially Related to Reading Compliance

Predictors	<i>B</i>	<i>SE B</i>	<i>t</i>	<i>p</i>
Hours completed ^a	-17.858	9.764	-1.829	NS
Program years ^b	-8.881	9.033	-.983	NS
Number of pages assigned	-.014	.013	-1.081	NS
Relationship status ^c	7.754	11.318	.685	NS
Adults live with you in place of residence ^d	-10.722	4.326	-2.479	.022*
Children live with you in place of residence	-8.469	6.305	-1.343	NS
Hours of class time per week	.590	.827	.713	NS
Hours of practicum training per week	.788	.619	1.274	NS
Hours of paid employment per week ^e	.000	.296	-.001	NS
Hours spent preparing for class per week ^f	.700	.579	1.209	NS

Note. Dependent Variable: Amount of reading completed by students.

^a Hours completed = two groups 0-36 or >36; ^b Program years = two groups <1-2 or >2; ^c Relationship status = married or other; ^d Adults live with you in place of residence may be family or non-family; ^e hours of paid employment per week does not include practicum; ^f Hours spent preparing for class does not include reading.

* Indicates significant $p < .05$; NS indicates $p > .05$

Table 2

Means and Standard Deviations of Predictor Variables

	N	Mean	Std. Deviation
Hours Completed ^a	32	1.5625	.50402
Program Years ^b	32	.3438	.48256
Number of pages assigned	32	356.2500	260.19534
Relationship Status ^c	32	1.2188	.42001
Adults live with you in place of residence ^d	32	1.09	.734
Children live with you in place of residence	32	.34	.745
Hours of class time per week	32	8.1328	4.84934
Hours of practicum training per week	32	4.7500	7.34518
Hours of paid employment per week ^e	32	19.7500	15.07187
Hours spent preparing for class per week ^f	32	5.8438	6.23910

Note. ^a Hours completed = two groups 0-36 or >36; ^b Program years = two groups <1-2 or >2; ^c Relationship status = married or other; ^d Adults live with you in place of residence may be family or non-family; ^e hours of paid employment per week does not include practicum; ^f Hours spent preparing for class does not include reading.

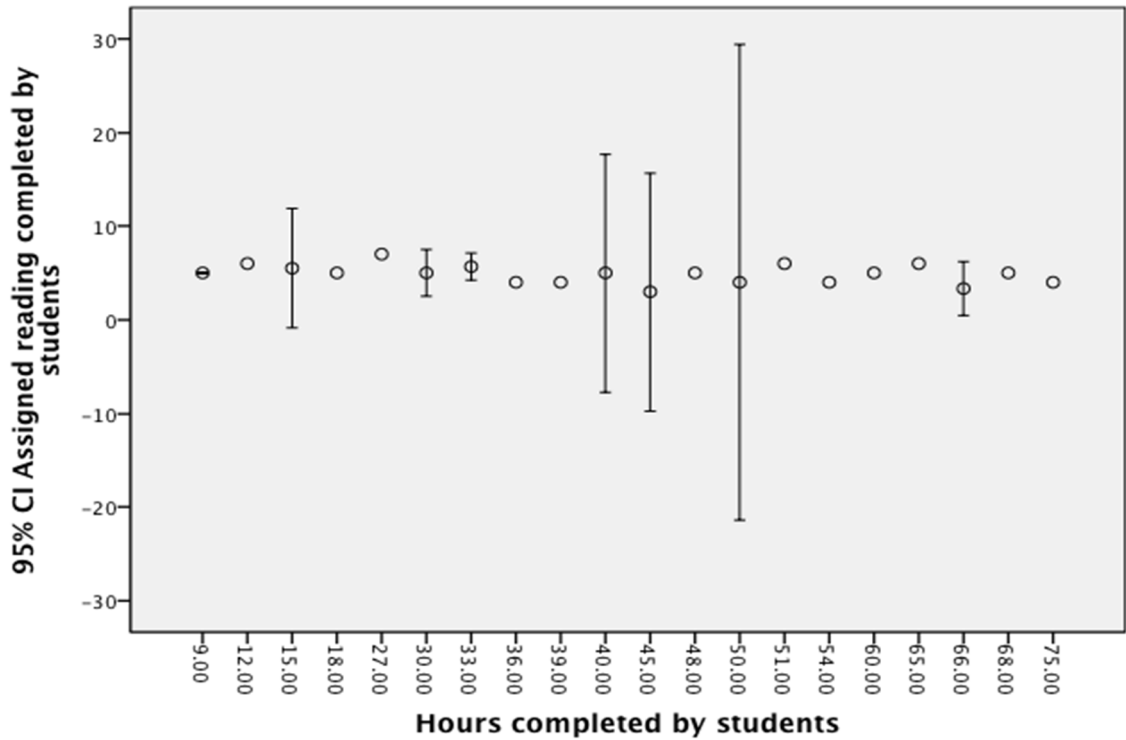


Figure 3. Error bar plot of number of hours completed and reading completed by students in a NASP-accredited graduate program in school psychology. This figure further demonstrates that there is no evidence of correlation between hours completed and percent of assigned reading completed by students.

Hypothesis 3

An ANCOVA Factorial Design was applied to the data to determine if family/childcare and employment responsibilities would influence reading compliance. This hypothesis was only partially supported. Table 1 presents results of a linear regression, which was run on data involving family and other non-academic responsibilities, the only significant potential predictor was the number of adults living at home with students, $F(1, 20) = 6.14, p = .022, \eta^2 = .235$. It should be noted that only three students revealed that they were first-year students. Therefore, a dummy variable was created representing students who have been in the program <1 year (3) and 1-2 years (18) for a total N of 21 (coded to 0) and students who have been in the program for three or more years (11), which was coded to 1.

Chapter 4

Discussion

In regard to the first hypothesis, which stated that the distribution of reading compliance would approach the normal curve, there was no such distribution reflecting the percentage of reading completed by graduate students. This is the first study to investigate the existence of a normal distribution of reading compliance.

Hypothesis 2 stated that advanced graduate students (students with >36 hours) would demonstrate higher reading compliance. Hours toward degree completed by graduate students had no significant correlation with reading compliance. Upon further analysis, an error bar plot further supported the rejection of the second hypothesis. This is in contrast to several studies, which found relationships between year in program and reading compliance. The research by Burchfield and Sappington in 2000 stated that reading compliance was positively correlated with the level of instruction when comparing undergraduate and graduate students. Clump and Doll (2007) also found that students in advanced statistics had a higher compliance than those in statistical methods. Yet consistent with this study, McMinn et al. (2009) found that year in the program was negatively correlated with reading compliance. Perhaps the difference between these two groups is that the McMinn and the current study involved graduate students with increasing practicum hours. Students spending more time in the field tend to spend less time reading.

Regarding the third hypothesis, which stated that Family/childcare and employment responsibilities would influence reading compliance, the only factor with a significant relationship to the amount of reading completed by graduate students was the number of adults living in the home, $F(1, 20) = 6.14, p = .022, \eta_p^2 = .235$. This factor had a significant negative correlation with the dependent variable. Students living alone (zero other adults) claimed to read a mean of 69.2 % of assigned readings. Students living with one adult claimed to read a mean of

64.7%. Those living with two adults claimed to read a mean of 59.2%, and those living with three other adults claim to read only 15% of assignments. This is in contrast to McMinn et al. (2009) who found that significant predictor variables related to reading compliance were students' year in the program, the number of pages assigned, student age, and time spent in practicum per week. All of these factors had a negative correlation with compliance except student age, which is positively correlated with compliance.

Further Analyses

Respondents were asked to estimate the number of pages they were assigned to read per week. Responses included ranges (100-200 pages, 200-300 pages, etc. up to 1400-1500 pages). Midpoints were calculated for each range (e.g. 150 for 100-200, 250 for 200-300, and so on...), and descriptive statistics revealed a mean of 356 pages per week. The modal, or most frequently selected, ranges were 100-200 pages and 200-300 pages representing 2/3 of respondents (28% of respondents per category). The minimum number selected was 100-200 pages (28% of respondents), and the maximum estimation was 1100-1200 (3% of respondents). First and second year students reported a mean of 340 pages per week. Students in the program three or more years reported a mean of 386 per week (both within the 300-400 range). This is consistent with the McMinn et al. (2009) study which found that nearly 1/3 of respondents reported being assigned to read approximately 400 pages per week.

Students were asked to rate reading assignments based on nature and quality. In a Likert fashion, students rated 1 (in none of my courses) to 5 (in all of my courses). When asked whether reading is of high quality, students responded with a mean of 3.9 ($SD = .539$). When asked whether readings help them learn, student response averaged 3.8 ($SD = .74$). When asked about amounts of reading assigned, too little or too much, students responded with an average of 1.55 ($SD = .81$) and 2.52 ($SD = 1.29$) respectively. Again, this is consistent with the findings of McMinn et al. (2009) study.

Students were asked to determine what percentage of reading was read thoroughly (word-for-word), skimmed, or omitted completely. They responded by selecting a percent range (0%, 10-20%, 30-40%, half, 60-70%, 80-90%, 100%). Again, middle values were selected (e.g. 15 for 10-20, 35 for 30-40, and so on...). Students reported, on average, to read 46% ($SD = 21.04$) of reading thoroughly, skim 49% ($SD = 23.30$), and omit 17% ($SD = 15.21$). There was no significant correlation between the estimated total number of pages assigned and the reading pattern (thoroughly read, skimmed, or omitted). Likewise, McMinn et al. (2009) found that more readings are skimmed than read thoroughly.

Students were asked to rate on a Likert-type scale how much they enjoy reading for fun (1 = I hate it, 5 = I love it). There was no significant correlation between students' general enjoyment of reading and their reading pattern. McMinn et al. (2009) found that students who enjoyed reading were slightly more likely to read thoroughly and less likely to omit reading.

Students were asked to rate motivators and hindrances to completing assigned reading. Items were rated on a Likert-type scale (1 = not a motivator/does not hinder me to 5 = motivates me a great deal/hinders me a great deal). Table 3 presents the motivators in order of descending means. The greatest motivating factor according to a mean of 4.5 ($SD = .762$) was when students were interested in a subject. The least motivating factor with a mean of 2.81 ($SD = 1.148$) was when students were asked if they read the material. A consistency between this study and the one completed by McMinn et al. (2009) was that the three most motivating factors for students were interest in the subject, the requirement of a paper based on the reading, and tests and quizzes based on the reading. Following those three factors, there was some but little variation in the order of the means. For both the bottom three were the perception of a good relationship with the professor, when students know peers are reading, and when students would be asked if they had read. In the McMinn et al. (2009) study, being asked about reading ranked just above relationship with the professor and knowledge of peers reading.

Table 4 presents the hindrances in order of descending means. Students were most hindered from reading when they have too many other academic assignments ($M = 4.06$; $SD = .840$). Students were least hindered from reading when they had a poor relationship with the professor ($M = 1.91$; $SD = 1.088$). Thirteen of the 32 respondents provided quality responses, or student-generated responses outside of the requested ranking, regarding additional motivating and hindering factors. Some suggestions were repetitive of provided items. Unique items include motivation to read in order to prepare for comprehensive exams, high-quality texts, comprehensible writing style and arrangement of contents, and good font clarity. Hindering responses include a lack of complementary engaging activities to be completed based on readings, repetitive reading assignments, not enough time between assignments, textbook prices, procrastination, and current medical issues. The same patterns of agreement are not as evident when looking at hindering factors for completing assignments. However, this study offers evidence which agrees with McMinn et al.'s (2009) study that students are most hindered by too many other academic assignments. This study suggests that the second and third most hindering factors were too many non-academic responsibilities and irrelevance of reading to the field. McMinn et al. (2009) discovered that the length of the reading assignment (too long) was a highly ranked hindering factor followed immediately by non-academic responsibilities. Both studies rank a poor relationship with the professor as the least influential hindering factor.

Table 3

Factors Motivating Students to Read

Motivating Factor	Mean	SD
When you were interested in the subject	4.50	.762
When you had to write a paper based on the reading	4.28	1.054
When quizzes or tests were based on reading material	4.28	.991

When it seemed relevant to the field	4.13	.793
When assignment was reasonable length	3.94	1.105
When ideas were new	3.94	.840
When class discussions were based on the reading	3.69	.931
When you had a good relationship with the professor	3.03	1.231
When you knew your peers were reading the material	2.84	1.273
When you were asked if you read the material	2.81	1.148

Table 4

Factors Hindering Students from Reading

Hindering Factor	Mean	SD
When too many other academic assignments	4.06	.840
When too many non-academic responsibilities	4.00	1.107
When reading was irrelevant to field	3.56	1.076
When assignment was too long	3.50	1.078
When reading did not interest	3.47	1.016
When material would be presented in lecture	3.16	1.139
When you had a poor relationship with the professor	1.91	1.088

A linear regression was performed in order to determine whether any motivating factors were significantly related to the overall amount of reading completed by students throughout a semester. One motivating factor was significantly related to reading completed, students were more motivated when ideas were new ($p = .011$). A separate linear regression revealed a significant relationship between the amount of reading skimmed and participation in class discussions based on reading ($p = .009$). No motivating or hindering factor is correlated with the

amount of reading done thoroughly via bivariate correlation. The amount of reading completed, without regard to pattern (thorough or skimmed), was not correlated to any hindering factor. There was no significant correlation between new ideas and the amount of reading omitted. There was no significant correlation between reading hindrances and the amount of reading omitted, though the most highly correlated is the presence of too many other academic assignments.

Finally, a bivariate correlation was run to determine the relationship between students' estimation of their amount of reading completed and cumulative grade point averages. No significant correlations were found. Another correlation revealed that there were no significant correlations between students' patterns of reading and cumulative grade point averages.

Limitations.

The low n (n=32), due to this study being limited to one graduate program, elicits possible limitations. With a larger n, there would likely be more significant correlations. The difference in sample size may be contributive to the differences from McMinn et al.'s 2009 study which had 744 respondents.

Another contributor to the differences between results in this study and those in McMinn et al.'s 2009 study may be the homogeneity of the sample population. This study examined school psychology students in only one institution. Emails in the study by McMinn et al. (2009) were sent to students in 190 programs.

Some responses included in this study were submitted electronically (preferred method), and were required to answer all items with an exception for qualified responses. Other forms were completed paper-pencil and submitted, which allowed for variation. Some students answered in ranges where one number was requested. The middle of each range was entered in order to maintain consistency. Some students selected more than one response on items allowing only one, and some students omitted items. Such happenings were reported as "missing values" which further reduced the "N" in further analyses.

A frequencies table suggests a limitation regarding reported patterns of reading. As students responded to questions regarding amount of reading done thoroughly, skimmed, or omitted, their totals should have summed to 100. However, only 21.9% of student totals summed to 100. Statistics were calculated based on the middle of each range; however outliers as low as 85% and high as 171% suggest that some students did not total their percentages. This item should offer check-points rather than ranges (i.e. closest to 35% rather than 30-40%). This way, students could more readily add their selected percentages to ensure that they total 100.

Future Research

In order to ensure more accurate responding in future studies, students should be directly instructed to ensure that their answers total 100 %. Values on the survey should not include ranges but the middle value of each range. In order to better understand the number of adults in the home, a question regarding who lives with the student should be added. This would enable further analysis of the family dynamics which impact reading compliance. Finally, this research should be conducted with a larger sample size, preferably with all NASP-approved school psychology programs.

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Appendix A

Reading Behavior in School Psychology: A Survey of Marshall University

Reading Behaviors in School Psychology Anonymous Survey Consent

You are invited to participate in a research project entitled Reading Behavior in School Psychology: A Survey of Marshall University School Psychology Students designed to learn from graduate students in school psychology about their course readings. Specifically, we are interested in knowing your experience regarding the amount of reading assigned, things that compete with your time to read, and how much of your assigned reading you actually complete. The study is being conducted by Fred Krieg and Britainey Cooper from Marshall University. This research is being conducted as part of the thesis requirements for Britainey Cooper.

This questionnaire is comprised of twenty-one questions and will take approximately 10 minutes to complete. There are no known risks involved with this study. Participation is completely voluntary and there will be no penalty or loss of benefits if you choose to not participate in this research study or to withdraw. Your answers are anonymous, and therefore you are assured complete confidentiality in your responses. Please answer each question honestly. You are free to stop participating at any point prior to completing the questionnaire. Completing the survey will be deemed as consent for your participation. If you have any questions or concerns regarding this study, please contact Fred Krieg, fred.krieg@marshall.edu.

If you have any questions concerning your rights as a research participant you may contact the Marshall University Office of Research Integrity at (304) 696-4303.

By completing this survey and returning it you are also confirming that you are 18 years of age or older.

Please keep this page for your records.

*1. What graduate degree are you pursuing?

Ed.S. Only

MA/Ed.S.

*2. How many hours have you completed?

*3. How long have you been in your graduate program?

< 1 year

1-2 years

2-3 years

3-4 years

4-5 years

5+ years

*4. In general, how much do you enjoy reading for leisure?

I hate it

Neutral

I love it

Reading Behavior in School Psychology: A Survey of Marshall University

***5. Please give your overall opinion about the reading assigned in your graduate courses.**

	In none of my courses	In a few of my courses	In about half of my courses	In most of my courses	In all of my courses
The assigned readings are of high quality	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The assigned readings help me learn	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Too little reading is assigned	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Too much reading is assigned	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

***6. How much is your attendance affected by whether you have completed the readings for that class?**

Not at all	Somewhat	A great deal
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

***7. For an average week of a given semester, please estimate the total number of pages assigned to read (in all your classes combined)**

<input type="radio"/> 100-200	<input type="radio"/> 800-900
<input type="radio"/> 200-300	<input type="radio"/> 900-1000
<input type="radio"/> 300-400	<input type="radio"/> 1000-1100
<input type="radio"/> 400-500	<input type="radio"/> 1100-1200
<input type="radio"/> 500-600	<input type="radio"/> 1200-1300
<input type="radio"/> 600-700	<input type="radio"/> 1300-1400
<input type="radio"/> 700-800	<input type="radio"/> 1400-1500

***8. For an average week of a semester, please estimate the percentage of your assigned reading that you approach in each of the following ways (your total should approximate 100%)**

	None	10 to 20%	30 to 40%	About half	60 to 70%	80 to 90%	All
The percentage you read thoroughly, word-for-word	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The percentage you skim, looking for main ideas in each paragraph	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The percentage you do not look at	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Reading Behavior in School Psychology: A Survey of Marshall University

*9. How much of the reading assigned in your graduate program is completed by students?

	None	10 to 20%	30 to 40%	About half	60 to 70%	80 to 90%	All
By you	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
By most people in your graduate program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

*10. To what extent do the following factors motivate you to complete a reading assignment?

	Not a motivator		Motivates me somewhat		Motivates me a great deal
When you are interested in the subject	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
When the ideas are new to you	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
When the assignment is a reasonable length	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
When it seems relevant to the work of professional psychologists	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
When you have a good relationship with the professor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
When quizzes or tests are based on the reading material	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
When you have to write a paper based on the reading	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
When class discussions are based on the reading material	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
When you are asked if you read the material	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
When you know your peers are reading the material	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Reading Behavior in School Psychology: A Survey of Marshall University

*11. To what extent do the following factors hinder you from completing a reading assignment?

	Does not hinder me		Hinders me somewhat		Hinders me a great deal
When you have too many other academic assignments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
When you have too many responsibilities outside of academics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
When the reading material does not interest you	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
When the reading material is not relevant to professional psychology	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
When the assigned reading is too long	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
When the same material will be presented in lecture	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
When you have a poor relationship with the professor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

12. What other things hinder or motivate you in completing a reading assignment?

*13. Your sex:

Female

Male

*14. Your ethnicity (check all that apply):

African American

Asian American

European American/Caucasian

Hispanic/Latino(a)

Native American

International non-American

Other (please specify)

Reading Behavior in School Psychology: A Survey of Marshall University

***15. Your age:**

***16. Which best describes your current relational status?**

Single (not married)

Married

Divorced

***17. How many other adults live with you in your place of residence?**

None

1

2

3

4

5+

***18. How many children live with you in your place of residence?**

None

1

2

3

4

5+

***19. In an average week, how many hours do you spend in each of the following activities?**

Class time

Practicum training

Paid employment (not practicum)

Reading for class

Preparing for class (not reading)

Reading Behavior in School Psychology: A Survey of Marshall University

***20. What is your cumulative grade point average in your graduate program (on a 4-point scale)?**

21. Is there anything else you feel we should have asked? Please specify.

Thanks for your help with this research. If you would like a copy of the results, please send a separate email to fred.krieg@marshall.edu. We will send you results as soon as they are available.

Appendix B

This study was part of a larger endeavor to be completed by Carly King. Therefore, Ms. King was listed as the student for which this study was approved.



Office of Research Integrity
Institutional Review Board
401 11th St., Suite 1300
Huntington, WV 25701

FWA 00002704

IRB1 #00002205
IRB2 #00003206

December 2, 2013

Fred Krieg, PhD
MUGC School of Psychology

RE: IRBNet ID# 444776-1

At: Marshall University Institutional Review Board #2 (Social/Behavioral)

Dear Dr. Krieg:

Protocol Title: [444776-1] Reading Behavior in Graduate School: A Survey of Master's and Doctoral Students in School Psychology

Expiration Date: December 2, 2014

Site Location: MUGC

Submission Type: New Project APPROVED

Review Type: Exempt Review

In accordance with 45CFR46.101(b)(2), the above study and informed consent were granted Exempted approval today by the Marshall University Institutional Review Board #2 (Social/Behavioral) Designee for the period of 12 months. The approval will expire December 2, 2014. A continuing review request for this study must be submitted no later than 30 days prior to the expiration date.

This study is for student Carly King.

If you have any questions, please contact the Marshall University Institutional Review Board #2 (Social/Behavioral) Coordinator Bruce Day, ThD, CIP at 304-696-4303 or day50@marshall.edu. Please include your study title and reference number in all correspondence with this office.

Resume

Britainey A. Cooper

Contact

(304) 377-6252

bacooper@mail.kana.k12.wv.us

britaineyacooper@gmail.com

Permanent Address

59 Pine Cone Drive

Poca, WV 25159

Objective

Position as school psychology intern as partial requirement for graduation from the Marshall University Graduate College School Psychology Program.

Employment History

Watts Elementary (Kanawha County)

Teacher, Title I, Math

August 2010 to June 2014

Kanawha City Elementary (Kanawha County)

Teacher, 5th Grade, General Studies

August 2009 to June 2010

Dunbar Intermediate School (Kanawha County)

Teacher, 3rd Grade, Autism Center

January 2009 to June 2009

Student Teaching and Internships

Kanawha County Schools

Interned as School Psychologist

August 2014 to Present

Horace Mann Middle School (Kanawha County)

Taught 7th Grade English, Poetic Elements and Genres

August 2008 to October 2008

Kanawha City Elementary School (Kanawha County)

Taught Resource English and Math, SRA Corrective Reader and Basic Math Skills

October 2008 to December 2008

Education, Honors, and Certifications

Marshall University Graduate College, WV

School Psychology, Education Specialist.

Summer 2011 – Present

Elementary Education, Master's.

Summer 2011 – Present

University of Charleston, WV

WV State Elementary Education (K-6), Certification.

Fall 2009 – Spring 2010

WV State Secondary English Education (5-Adult), Bachelor's.

Fall 2005 – Winter 2008

WV State Multi-categorical Special Education LD/BD/MI (K-Adult), Certification.

I was most impressed with Britainey's desire to help the students, to communicate with them, to wake them up, to listen to them, to share herself with them, to laugh at their jokes, to share her college experience with them, to linger at the end of class to answer their questions (again with a smile and patience), to believe in them, and to smile with her heart in her eyes when the students were so happy to have learned what she taught them.

Sandra Dow
9th Cooperating Teacher
Kanawha County Schools

Fall 2005 – Winter 2008

Magna Cum Laude

Dean's List

Alpha Lambda Delta English Honor Society (Member)

Phi Alpha Theta History Honor Society (Member)

Welch Colleague Scholar (Leadership Scholarship)

Kappa Tau Epsilon Regional Sorority (Vice President: Judicial Overseer/Community Service Chair; Scholastic Chair; Chaplain)

Key Qualifications

Training and staff development in current school programs including Covey Habits, Common Core State Standards, SRA Corrective Reader, Scholastic Math Inventory, Acuity, WESTEST 2 Administration, CPR, and Crisis Prevention Intervention (needs renewal).

Experience with facilitating and monitoring effective parent and teacher consultations, academic and behavioral interventions, and individual and group counseling sessions including play therapy.

Assistance with the development of a partnership between Kanawha County and a local elementary school allowing for permanent field placement of school psychology students.

Implementation of various test batteries used in cross-battery assessment including standardized cognitive and achievement scales and developmental, personality, and school-readiness inventories.

Practiced in making data-based decisions regarding the SAT, MDET, and eligibility processes.

Knowledge of three-tiered intervention models including Support for Personalized Learning and Response to Intervention.

Incorporation of culturally and environmentally relevant principles into the lesson plans and frequent usage of self-reflective strategies including West Virginia Educator Evaluation.

Willingness to conduct post-graduate research in an effort to make significant contributions to the fields of education and school psychology.

Passing grade on PRAXIS 20524 (Principles of Learning and Teaching: Grades 7-12), 10041 (English Language, Literature, and Composition Content Knowledge), 20353 (Education of Exceptional Students: Core Content Knowledge), and 10542 (Education of Exceptional Students: Mild to Moderate Disabilities).

Computer and Technology Skills

Extensive Experience with SMART Technology, Apple TV, and PC and Mac Systems, particularly school-based trouble shooting.

Volunteer Experience

Missionary Experience (Ecuador and Bolivia, South America): Chapel in North Canton 180 Senior High Youth Ministries Bi-yearly Missionary Trips

Special Olympics of Ohio (North Canton, OH): Middle School and High School Volunteer Experience

Stark County MRDD School System (Stark County): High School Volunteer Experience

The Inn at Belden Village (Canton, OH): High School Volunteer Experience

Cystic Fibrosis Foundation (Charleston, WV): Sorority Philanthropy

Charleston AIDS Network (Charleston, WV): Sorority Philanthropy

Working with students at any level or in any environment, is no longer the relaying of facts; rather it is understanding, relating to, and even entertaining students in an attempt to capture their attention and foster success.

Britainey Cooper
Personal Philosophy

Scottie's Place (Event in Charleston, WV): 24-hour Box-A-Thon Organizer
Sojourner's Shelter (Charleston, WV): Make-a-Difference Day Volunteer
American Heart Association (Charleston, WV): Volunteer
Manna Meal (Charleston, WV): Volunteer

Field Experience and Micro-teaching

Bell Stone Elementary (Stark County): Field Experience (Deaf Ed.)
Harter Elementary School (Stark County): Field Experience (Blind Ed.)
Midland Trail Elementary School (Kanawha County): Field Experience
North Canton Middle School (Stark County): Field Experience
Stonewall Jackson Middle School (Kanawha County): Field Experience
Riverside High School (Kanawha County): Field Experience
Hoover High School (Stark County): Field Experience
Capital High School (Kanawha County): Micro-teaching Placement