

## ABSTRACT

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**Key Words:** ACADEMIC ACHIEVEMENT, MOTIVATION FOR SELF-SELECTED READING IN ENGLISH, READING ACHIEVEMENT, GENERAL SELF-EFFICACY FOR LEARNING AND PERFORMANCE

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**Thesis Title:** THE RELATIONSHIP BETWEEN GRADE 8-12 STUDENTS' MOTIVATION FOR SELF-SELECTED READING IN ENGLISH AND ACADEMIC ACHIEVEMENT AT BANGKOK CHRISTIAN INTERNATIONAL SCHOOL, THAILAND

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The purpose of this study was to determine the extent to which academic achievement is influenced by motivation for self-selected reading in English and reading achievement. This study was conducted using the survey method using the researcher made Adolescent Motivation for Self-Selected Reading Questionnaire (AMSSRQ).

The sample of the study consisted of 83 eighth to twelfth grade students from Bangkok Christian International School, Bangkok, Thailand, in the first semester of the academic year 2015-16. Motivation for self-selected reading in English was determined using the AMSSRQ which has the three subscales of reading interest, reading frequency and reading efficacy. Data for reading achievement was collected

from an established program of school wide Scholastic Reading Inventory Lexile reading testing in the first quarter of the academic year 2015-16. Academic achievement data was collected from student's individual report cards for the first quarter of the academic year 2015-16. Academic achievement in this study is defined as the student's average report card percentage grade, calculated from all academic classes studied in Quarter 1 of the academic year 2015-16. Additionally, the relationship between motivation for self-selected reading in English and general self-efficacy for learning and performance was investigated. The hypotheses were tested using the Pearson Product Moment Correlation Coefficient ( $r$ ). The results confirmed the hypotheses. There was a significant relationship between motivation for self-selected reading in English and reading achievement. In turn there was a significant relationship between reading achievement and academic achievement. Additionally, this study found a significant relationship between motivation for self-selected reading in English and general self-efficacy for learning and performance.

**Field of Study:** Curriculum and Instruction

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**Graduate School of Education**

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