DOCTORAL THESIS

Enjoyment and Metacognition of Reading Mediate the Linkage between Perceived Teacher Support and Chinese Students' Reading Achievement: Insight from a Reanalysis of PISA 2018 Using Multilevel Structural Equation Modeling

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ABSTRACT

Students' academic success is inseparable from the support of teachers. When students perceive the care and support from teachers, their academic enjoyment and metacognition may be enhanced, thus benefiting academic achievement. Although many past studies have shown that perceived teacher support can be a predictor of learning outcomes, few studies have examined the potential mechanism through which perceived teacher support affects student learning, especially in the reading domain with secondary school students. This study investigated the mediating role of students' reading enjoyment and metacognition of reading in the association between perceived teacher support and students' reading achievement. A multilevel structural equation modeling was conducted with the data from the Programme for International Student Assessment (PISA) 2018, which contained a representative sample of 12,058 15-year-old secondary school students (Male = 6,283, Female = 5,775) from a total of 362 schools in Beijing, Shanghai, Jiangsu, and Zhejiang provinces in mainland China. Results revealed that at the student level, perceived teacher support had a positive and direct link with reading achievement; however, this direct association was not observed at the school level. Perceived teacher support was positively and indirectly related to reading achievement via reading enjoyment, as well as via reading enjoyment and metacognition of reading at both the student and school levels. Additionally, metacognition of reading exhibited a robust connection with reading achievement consistently across both levels. Much variance in reading achievement was explained at the school level. In addition, the intraclass correlations (ICCs) for reading enjoyment, metacognition: understanding and remembering a text, metacognition: summarizing information, metacognition: assessing credibility, and reading achievement were .08, .09, .11, .14, and .47, respectively, with design effects all above 2, suggesting that a multilevel analysis was justified. These findings have practical implications for educators and counselors who want to provide more support to develop student's reading enjoyment and metacognition.

Keywords: reading achievement, reading enjoyment, metacognition, perceived teacher support