

## THE DEVELOPMENT OF PISA READING LITERACY IN SECONDARY EDUCATION

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The main objective of this paper is to contribute to the answers to the following questions: (1) What are the most important predictors of academic achievement tested by the PISA reading literacy test? (2) What are the most important predictors of the progress on reading literacy test? (3) What are the most important predictors of success in school measured by school marks? And (4) if there are differences in the predictors that best explain school success, achievement in reading literacy test and progress in reading literacy test, what does this tell us about the nature of these constructs and what implications may this have on school practices? From the sample that was used for the PISA 2009 survey conducted in Serbia, students are retested after two years with the PISA reading literacy instrument in a quasi-longitudinal design, measuring correlates of achievement in the second time point. The sample represents 20 schools and 446 students. From the set of measured 42 predictors, 15 predictors were selected according to several criteria that were used in three multiple regression analysis, where as the criterion variables achievement in reading literacy, progress in reading literacy and success in school were taken. The results show that a similar set of predictors (49%) of the variance is explained by achievement of the tests ( $R=.70$ ;  $R^2=.49$ ;  $F_{257,18}=12.97$ ;  $p<.001$ ) and only 13% of the variance of the progress in reading literacy ( $R=.36$ ;  $R^2=.13$ ;  $F_{197,18}=12.97$ ;  $p<.05$ ). The strongest predictor of the achievement and progress in reading literacy test is an autonomous form of extrinsic motivation, which, according to self-determination theory, shows the importance of understanding of learning for future life and career. The differences in the percentage of explained variance are likely to be sought in the domain of early learning. To a large extent, a different set of predictors explains 27% of school achievement ( $R=.52$ ;  $R^2=.27$ ;  $F_{184,18}=3.75$ ;  $p<.001$ ), where the strongest predictors proved to be intrinsic motivation expressed through the desire for independent mastering and positive attitudes towards school. The fact that the use of meta-cognitive strategies is not a significant predictor of success in school and they are significant predictors of achievement in reading literacy supports the conclusion that Serbian education system does not encourage enough the development of key competencies. Findings that show a correlation between achievements in reading literacy and school success lower-than-expected ( $r=0.39$ ;  $p<0.001$ ) and generally lower progression of this test compared to OECD countries are in line with the conclusion that the development of key competencies such as reading literacy must be better supported by the Serbian education system.