

10-1-2002

The Relationship Between Positive Adolescent Attitudes Toward Reading and Home Literary Environment

Kelly Partin
Bowling Green State University

Cindy Gillespie Hendricks
Bowling Green State University

Follow this and additional works at: https://scholarworks.wmich.edu/reading_horizons



Part of the [Education Commons](#)

Recommended Citation

Partin, K., & Hendricks, C. G. (2002). The Relationship Between Positive Adolescent Attitudes Toward Reading and Home Literary Environment. *Reading Horizons: A Journal of Literacy and Language Arts*, 43 (1). Retrieved from https://scholarworks.wmich.edu/reading_horizons/vol43/iss1/8

This Article is brought to you for free and open access by the Special Education and Literacy Studies at ScholarWorks at WMU. It has been accepted for inclusion in Reading Horizons: A Journal of Literacy and Language Arts by an authorized editor of ScholarWorks at WMU. For more information, please contact maira.bundza@wmich.edu.



The Relationship Between Positive Adolescent Attitudes Toward Reading and Home Literary Environment

Kelly Partin
Bowling Green State
University

Cindy Gillespie
Hendricks
Bowling Green State
University

While factors known to positively affect attitudes toward reading have been investigated, the relationship between attitudes toward reading and home literary environments, particularly with older students, needs to be more fully explored. This investigation focused on the nature of the relationship between high school students' reading attitudes and the literary environment in which they were raised.

THE LITERARY DEVELOPMENT of adolescents is just as important and requires just as much attention as that of beginning readers. Yet local, state, and national debates over reading have focused primarily on beginners. Today's adolescents live in a world that requires them to be more literate and to engage in more kinds of reading and writing than was required of their counterparts in previous generations. (IRA Advertisement for the Commission on Adolescent Literary)

According to Vacca (1998), neglect of adolescents' literary development manifested "...itself through educational policy, school curricula and a public mindset on literacy that doesn't appear to extend beyond learning to read and write in early childhood and elementary school" (p. 605). He added, "Research funding for adolescent literacy...is minuscule in relation to the big bucks federal and state agencies spend on early literacy and early intervention research" (p. 605).

Research related to adolescent readers also falls short when compared to early readers. Research that does exist regarding adolescent readers tends to focus on cognitive factors associated with learning to read while affective factors related to reading are often overlooked (Cramer & Castle, 1994). While knowledge of cognitive factors remains important in understanding the reading process, affective factors, which include attitude, are equally as important in the reading process (Cramer & Castle).

Attitudes toward reading, defined as an individual's feelings about reading, caused learners to approach or avoid a reading situation (Alexander & Fuller, 1976; Guthrie & Wigfield, 1997). Harris and Sipay (1990) stated that, "pupils' attitudes toward reading can be an important factor in their voluntary reading and reading achievement" (p. 668). Farnan (1996) agreed that attitude directly affects reading achievement; more specifically, she stated that attitude, motivation, and interest are interrelated terms associated with feelings, and with learners' inclinations to learn, or in the case of reading, with readers' inclinations to read. Gillespie's (1993) investigation with older readers concurred with this notion, "For students to be successful readers they must have a positive affective predisposition toward reading instruction" (p. 336).

Reading achievement and reading time increase once a positive attitude is developed (Alexander & Filler).

Factors Affecting Adolescents' Reading Attitude

While it is generally acknowledged that positive reading attitudes lead to positive reading experiences which, in turn, lead to higher academic performance, how one develops a positive reading attitude has not been thoroughly examined with adolescents. Some recent studies focused on identifying variables that influence the development of positive attitudes toward reading in secondary students (Bintz, 1993; Kubis, 1996; Russ, 1989; Spiegel, 1994; Walberg & Tsai, 1983).

Walberg and Tsai (1983, 1985) concluded that a positive attitude toward reading is one of the strongest correlates of reading achievement. Factors that contributed to a positive attitude among adolescents included:

- believing that reading is important
- enjoying reading
- having a high self-concept as a reader
- having a verbally stimulating home environment where verbal interaction takes place regularly

Russ' (1989) investigation explored the relationship between the attitudes of secondary students toward reading and their academic achievement. Russ concluded that higher positive attitudes toward reading correlated significantly with exceptional performance in reading.

In Bintz's (1993) study, secondary students who regarded reading as an attractive and preferred activity identified positive role models such as parents, grandparents, siblings, friends, neighbors, and other relatives as responsible for their love of reading. According to Bintz, these role models constituted "reading families" or "communities of readers" whose members valued and supported reading.

Spiegel (1994), who investigated parents of successful readers, recognized the importance of positive role models for reading. What parents

do in their homes (their literary environment) significantly affected the development of positive attitudes toward reading. According to Spiegel, home literary environments included several components, such as artifacts (books, newspapers, pencils, paper, letters, junk mail, and other print-related material) and events (reading to children).

Kubis (1996) concluded that students attribute their positive attitudes toward reading to a significant event or person. Kubis stated that, generally, students read to as children and who owned personal book collections exhibited more positive attitudes toward reading than those who did not. Moreover, Kubis explained that families of students with positive attitudes toward reading received more magazines than families of those with negative attitudes. Another literary event influencing attitude development was visiting the public library. Kubis added that students who had been taken to the library and who possessed library cards reported more positive attitudes toward reading.

While factors known to positively affect attitude toward reading have been investigated, the relationship between adolescent attitudes toward reading and home literary environments needs to be more fully explored. Cramer and Castle (1994) explained that affective elements related to reading can and should be measured and that it is necessary to establish a more systematic research in the affective areas of reading. Given this backdrop, we focused on answering the following research question: What is the nature of the relationship between adolescent students' positive reading attitudes and the literary environment in which they were raised?

Methods

Our purpose was to investigate and examine the relationship between positive attitudes of adolescent students toward reading and the literary environment in which they were raised. We did not attempt to change attitudes, only to measure adolescent students' attitudes toward reading and investigate home environmental factors influencing those attitudes.

Participants

The 160 tenth-grade students surveyed attended two high schools distinctly different in size. The first school contained approximately 1,300 students; the second school, approximately 350 students. The population of both schools was predominately White; most students attending both schools came from lower-middle to upper-middle socioeconomic backgrounds. We investigated 10th graders in 10th grade English classes because the schools mandated enrollment for all sophomores, thereby providing a more representative sample of tenth-grade students. All students in the tenth-grade English classes could participate without regard to age, sex, race, or cognitive abilities.

Instruments

Harris and Sipay (1990) stated that attitude is a mental construct that cannot be measured directly but must be inferred through observations, self-reports, and projective techniques, such as sentence completion. They explained that self-reporting is useful if the scale or questionnaire is reliable and valid while projective techniques, sometimes considered unreliable, are desirable because they are less likely to evoke socially desirable responses (Harris & Sipay).

The Rhody Secondary Reading Attitude Assessment Survey (Tullock-Rhody & Alexander, 1980) assessed attitudes toward reading in secondary schools. The test-retest reliability of the scale was 0.84. We established validity by:

- including items constructed from secondary students' comments
- a t-test score of 4.16 which discriminated between students perceived as having a positive attitude and those having a negative attitude
- by acceptable correlations between items retained on the final scale and the total scale (Tullock-Rhody & Alexander)

The survey consisted of 25 statements that allowed students to respond with a five point Likert scale. See Appendix Part A. A very positive score received a score of five, and a very negative score received

a score of one (Tulloch-Rhody & Alexander). The possible scores ranged from 25 to 125.

The Home Literary Environment Survey attempted to establish the literary richness of the environment from which a student has come (Kubis, 1996). Field-testing on this survey involved two freshman English classes and two senior-level Advanced Learning Program classes (Kubis). See Appendix Part B.

For cohesiveness in responding, and to facilitate a comparison between the students' reading attitudes and home literary environment, we retyped and combined The Rhody Secondary Reading Attitude Assessment Survey and the Home Literary Environment Survey. The researcher eliminated some questions from the Home Literary Environment Survey deemed not relevant to the investigation.

Procedures

We explained the purpose of the study (to evaluate the relationship between attitudes toward reading and home literary environment) to the students and informed them that the survey was voluntary. To assure anonymity, respondents did not write their names on the surveys. Instructions for completing the survey included:

- read each statement to select the letter that best describes your reaction to the statement
- skip questions if you can not remember the answer, or if something does not apply
- if your family situation has changed since you were preschoolers, answer the questions as they apply to you before you started school

Surveys were administered in each school's English classes on one day. All students had an unlimited time to respond.

Data Analysis

All 160 students completed the combined inventories. After scoring the responses on the Rhody Secondary Reading Attitude Assessment Survey, we identified the top 25 percent of the scores ($n = 40$) as having the most positive attitudes toward reading and the lower 25 percent ($n = 40$) as having the most negative attitudes toward reading. We further analyzed these 80 surveys for home literary variables.

Next, we calculated frequencies of responses on the Home Literary Environment Survey from the students in both the positive and negative attitude groups. For data analysis, we used a Chi-square Test for Independence ($p = .05$) to determine whether significant relationships existed between variables in the students' home literary environments according to the Home Literary Environment Survey and the development of a positive attitude toward reading defined by the Rhody Secondary Reading Attitude Assessment Survey.

Results

Attitude scores for the 40 students with most positive attitudes toward reading ranged from 92 to 125 (125 points possible), and for the 40 students with negative scores from 25 to 57. We compared frequencies of responses on the Home Literary Environment from the students in both the positive and negative attitude groups. Among the students with positive attitudes, 34 reported being read to often as a child while 6 said they remembered being read to sometimes. Among those with negative attitudes, 16 indicated they were read to often as a child while 20 said sometimes and 4 reported never being read to as a child.

When asked who read to them the most, those identified as having positive attitudes indicated mother (24), father (8), older sibling (2), and other (6). Among those identified as having negative attitudes, 21 students reported mothers read to them the most, followed by father (7), grandparent (4), and other (4). When asked the educational level of the parent or guardian with

whom they spent the most time with when they were a preschooler, those with positive attitudes reported some high school (1), high school (11), some college (4), college graduate (12), advanced degree (10), and 2 reported that they did not know. Among those with negative attitudes, one reported some high school, (15) high school, (5) some college, (4) college graduate, (5) advanced degree, and 9 indicated they did not know.

Of the students with positive attitudes, 7 indicated that they had no periodical subscriptions coming to their home, 8 reported one or two subscriptions, 6 reported three subscriptions, while 19 students responded that they had four or more subscriptions coming to their homes. Of the students with negative attitudes, 5 reported that they received no periodical subscriptions, 18 indicated that one or two subscriptions came to the house, 8 said they had three subscriptions while 9 reported that they had four or more subscriptions coming to their homes (see Table 1).

The Chi-square Test for Independence ($p = .05$) compared each item on the Home Literary Environment Survey with those students who demonstrated a positive attitude toward reading and those who demonstrated a negative attitude toward reading as determined by the Rhody Secondary Reading Attitude Assessment Survey (see Table 2).

Items 25, 26, and 27 sought to determine the types of periodicals received by parents and students, and those periodicals the students read as a child. There were a variety of titles that respondents reported their parents or guardians received. Students listed approximately 65 periodical titles. Of those 65, the most popular were *Time* (17.5%), *Reader's Digest* (15%), *Better Homes & Gardens* (12.5%), *Newsweek* (12.5%), *Consumer Report* (10%), *Good Housekeeping* (10%), and *People* (4%).

Students who reported receiving magazine subscriptions also reported a wide variety of titles. The three most popular magazines among these students were *Young & Modern* (27.5%), *Seventeen* (25%), and *Teen* (15%).

Among the students who reported receiving magazines as a child, a majority recalled receiving *Highlights* as young children. Many recalled receiving some type of zoo magazine, *Ranger Rick*, *National Geographic World* and *Consumer Reports for Kids*.

Discussion

This investigation supported the findings of earlier studies (Bintz, 1993; Kubis, 1996; Spiegel, 1994; Walberg & Tsai, 1985). Our results suggest that students' positive reading attitudes are significantly related to the following literary environment variables:

- being read to as a child
- having been read to by more than one person on a regular basis
- giving books as gifts
- possessing a library card
- educational level of parents
- parental book collections
- personal book collections
- parental interest in child's reading
- parental discussions with children about books or magazines.

Significant to our study, we identified another variable important in developing a positive attitude toward reading peer influence. Having friends who like to read, and with whom they can discuss and recommend books correlated significantly with positive attitudes toward reading.

The home literary environment significantly affected those tenth-grade students' identified as having positive attitudes toward reading. It is reflected in their active participation in home reading-related activities and in interactions with parents and peers who also value reading.

Conclusions

This investigation supports the notion that the formation of a positive attitude toward reading develops at an early age. It also supports previous research, which suggests that the development of a positive attitude toward reading is dependent upon the home literary environment.

Several other conclusions can be drawn from the results of this investigation. First, the development of a positive attitude toward reading was not influenced by who read to the child (Question 2), but rather what mattered was that the child WAS read to (Question 1) and that it was done on a regular basis by a variety of people (Question 3).

Second, owning a library card (Question 7) contributed to a positive attitude toward reading. However, visiting the library as a child (Question 5) and attending story hours or other programs at the library (Question 6) did not significantly contribute to the development of a positive attitude toward reading.

Several of the questions considered to be related to socio-economic status yielded mixed results. No significant relationship existed between the primary caregiver working outside the home (Question 4) and the development of a positive attitude toward reading. Additionally, no significant relationships appeared between newspaper subscriptions (Question 17) and positive attitude, or magazine subscriptions received by the parent (Questions 14 and 24) or child (Questions 15 and 16) and a positive attitude toward reading. However, a significant relationship existed between giving books as gifts (Question 8) and the development of a positive attitude toward reading. The presence of parental home libraries (Question 9) and student home libraries (Question 10) significantly related to a positive attitude toward reading. The findings in this study also indicated a significant relationship between the educational level of the primary caregiver and a positive attitude toward reading. Interestingly, almost one-fourth of the students with negative attitudes indicated they did not know the educational level of their primary caregiver.

Parental involvement with reading also seemed to be a strong factor related to the development of a positive attitude toward reading. Questions 11 and 13 related to parents showing an interest in what their children were reading and discussing their children's reading. Both correlated significantly to the development of a positive attitude toward reading.

Of greatest significance is the finding that a relationship existed between peer influence and the development of a positive attitude toward reading, questions 18, 19, and 20. All related significantly to the development of a positive attitude toward reading. According to Bintz (1993) friends are a part of a "community of readers" present in the lives of children who enjoy reading.

Recommendations

The purpose of this study was to determine the nature of the relationship between tenth-grade students' positive attitudes and the home literary environment in which they were raised. This investigation suggested that it is not necessarily the amount of reading materials in the home that is significantly related to a love of reading, but what is done with those materials. Secondary teachers must be aware that attitudes, both positive and negative, develop at an early age; however, for many students, positive attitudes toward reading were not fostered at home. Teachers must assume responsibility for implementing a variety of activities to change their students' attitudes toward reading. No longer can teachers be satisfied with promoting positive attitudes; they must actively pursue changing students' negative attitudes toward reading.

To begin changing attitudes, it first makes sense for secondary teachers to ascertain the attitudes of their students prior to instruction. Many instruments are available for assessment, including the ones used in this investigation. According to Heilman (1977), "Once a child has developed a dislike for reading...he is not likely to give up his aversion as a result of persuasion based on the authoritarian statements that reading is fun, pleasant, and important" (p.73).

Using Heilman's statement as a call to action, secondary teachers must focus their efforts on demonstrating and modeling the importance of reading, and, most important, be proactive in creating classrooms that promote reading as fun and pleasant. One significant change would be to include activities such as SSR (sustained silent reading) and DEAR (drop everything and read). These activities encourage reading without endless testing and lengthy discussions of the deep hidden meanings within the

pages of text. This is distinctly different from other strategies, such as Accelerated Reader, which require that students be tested after each book.

Teachers should also ensure that materials students want to read are available. Several lists, including the International Reading Association's Children's Choice, which include adolescent/young adult selections, should be used by teachers when recommending books to the school librarian. Secondary teachers should make a concerted effort to determine what students are reading and to provide access to these books by working cooperatively with librarians.

Secondary teachers should also develop a community of readers within their classroom to take advantage of the influence of peers on the development of a positive attitude toward reading. This can be accomplished in a few easy steps. First, classroom libraries must be developed that contain a variety of interesting, age-appropriate books, newspapers and magazines. Some inexpensive ways to build libraries are through buying books at garage sales and used bookstores. Second, teachers need to create comfortable areas in the classroom where students can share books with one another. Third, teachers should provide books on tape for the less able readers so that they can also participate in the reading community. Audiotaped books can be purchased or the classroom teacher can buy inexpensive cassette tapes and ask students, parent volunteers, etc., to read the books onto the tapes. Finally, a classroom community of readers would not be complete without discussions about books. Students, parent volunteers, teachers, and principals could give "book talks" to small groups of students or the entire class. These "book talks" give the listening students an opportunity to hear about books that they might also enjoy reading.

While teachers should also engage in other more traditional practices such as allowing students to self-select reading material, reading aloud to students, and ensuring that all students have library cards, it is important for teachers to broaden their scope in terms of what constitutes acceptable reading material. Moje, Young, Readence and Moore (2000, p. 402) stated that, "an expanded notion of text includes film, CD-ROM, the Internet, popular music, television, magazines, and newspapers, to name a few." From personal experience, manuals that

accompany computer software (word processing, games, simulations) can be challenging for any reader. Moje et al., also recommended that schools allow adolescents to explore and experiment with multiple literacies, not just school-sanctioned literacy. Moore, Bean, Birdyshaw, and Rycik (1999) agreed that adolescents deserve access to material that they can read and that they want to read.

Teaching students to be critical consumers of alternative texts and to engage in critical literacy seem to be more appropriate focus, given today's technology-based society. How do students know if a biography on the WWI is accurate? How does a student know whether information on the Internet or is biased, accurate, etc.? When *the Blair Witch Project* was released, there was a great deal of discussion about whether it was fiction or non-fiction. How would a student determine that? Where would he/she go/do to get answers? Was *Saving Private Ryan* fiction or non-fiction? Were the Sullivan brothers real? Did the military really change policies because of this episode? What do the lyrics to Billy Joel's *We Didn't Start the Fire* mean? What historic events are represented in the song?

Finally, at least half of the students in this study identified as having a negative attitude toward reading may be considered marginalized readers "...who are not connected to literacy in classrooms and schools," (Moje et al., 2000, p. 405). This definition does not distinguish between those who struggle with reading and those who choose not to read. Mark Twain once said that those who can read and don't are no better off than those who can't. Efforts to reach these students may involve transforming what texts are being used in the classroom to encourage adolescents to want to read. "Drawing lines of demarcation between topics that adolescents find appealing to read, write, and talk about in our classes and those that adults find worthy of taking up school time is a counterproductive pedagogical practice" (Alvermann & Hagood, 2000, p. 437). Teachers may need to re-focus their thinking about the types of students in today's classrooms, concentrating on those students who are not connected to the literay of the classroom or school. As stated by Anderson, "Increasing the proportion of children who read widely and with evident satisfaction ought to be as much a goal of reading instruction as increasing the number who are competent readers," (as

cited in Cramer & Castle, 1994, p. 1). Secondary school teachers should adapt this statement to read, “*Changing* the proportion of adolescents/young adults who read widely and with evident satisfaction ought to be as much a goal of literary instruction as increasing the number who are competent readers.”

References

- Alexander, J. & Filler, R. C. (1976). Attitudes and reading. *International Reading Association: Reading Series*, Newark, DE: International Reading Association.
- Alvermann, D. & Hagood, M. (2000). Fandom and critical media literary. *Journal of Adolescent & Adult Literary*, 43, 436-446.
- Bintz, W. P. (1993). Resistant readers in secondary education: Some insights and implications. *Journal of Reading*, 36, 604-615.
- Cramer, E. & Castle, M. (Eds.) (1994). *Fostering the love of reading: The affective domain in reading education*. Newark, DE: International Reading Association.
- Farnan, N. (1996). Connecting adolescents and reading: Goals at the middle level. *Journal of Adolescent & Adult Literary*, 39, 436-445.
- Gillespie, C. (1993). College students reflections on reading. *Reading Horizons*, 33, 329-340.
- Guthrie, J. T. & Wigfield, A. (1997). *Reading engagement: Motivating readers through integrated instruction*. Newark, DE: International Reading Association.
- Harris, A. J. & Sipay, E. R. (1990). *How to increase reading ability*. (9th ed.) White Plains, New York: Longman.
- Heilman, A. (1977). *Principles and practices of teaching reading*. Columbus, OH: Charles E. Merrill Publishing Company.
- Kubis, M. (1996). The relationship between home literary environments and attitudes toward reading in ninth-graders. ERIC Document Reproduction Service No. ED 385 822.
- Moje, E., Young, J., Readence, J. & Moore, D. (2000). Reinventing adolescent literary for new times: Perennial and millennial issues. *Journal of Adolescent and Adult Literary*, 43, 400-410.

- Moore, D., Bean, T., Birdyshaw, D., & Rycik, J. (1999). Adolescent literary: A position statement. *Journal of Adolescent and Adult Literary*, 43, 97-112.
- Russ, K. M. (1989). Relating reading attitude to reading achievement in an East Los Angeles junior high school. *Reading Improvement*, 26, 208-214.
- Spiegel, D. A. (1994). A portrait of parents of successful readers. ERIC Document Reproduction Service No. ED 353 548.
- Tullock-Rhody, R. & Alexander, J. (1980). A scale for assessing attitudes toward reading in secondary school. *Journal of Reading*, 23, 609-613.
- Vacca, R. (1998). Let's not marginalize adolescent literary. *Journal of Adolescent and Adult Literary*, 41, 604-609
- Walberg, H. J. & Tsai, S. (1985). Correlates of reading achievement and attitude: A national assessment study. *Journal of Educational Research*, 78, 159-167.
- Walberg, H. J. & Tsai, S. (1983). Reading achievement and attitude productivity among 17-year olds. *Journal of Reading Behavior*, 15, 41-53.

Kelly Partin and Cindy Gillespie are faculty members at Bowling Green State University.

Table 1. Summary of Student Responses to Home Literary Environment Survey

	Positive		Negative	
	Yes	No	Yes	No
1. Did more than one person read to you on a regular basis?	35	5	18	22
2. Did your primary caregiver work outside of the home when you were young?	17	23	25	15
3. Did you visit the public library when you were young?	37	3	31	9
4. Did you attend story hours or other programs at the public library?	23	16	23	17
5. Do you presently have a library card?	38	2	27	13
6. Do you and your family give each other books as gifts?	31	9	11	29
7. Does your parent(s) or guardian(s) have a collection of books they own at home?	35	5	26	12
8. Do you have a library of your own books ?	37	3	8	32
9. Does your parent(s) or guardian(s) show interest in what you read?	29	11	13	27
10. Does your parent(s) or guardian(s) often ask you what you learned in school?	32	8	27	12
11. Do you ever discuss books or magazine articles with your parent(s) or guardian(s)?	34	6	15	25
12. Does your parent(s) or guardian(s) subscribe to magazines that are mailed to your home?	32	8	33	7
13. Do you have your own magazine subscriptions?	30	10	31	9
14. Do you remember having subscriptions as a child?	29	11	25	15
15. Is there a newspaper coming to your home on a daily basis?	33	7	33	7
16. Do your friends like to read books and/or magazines?	33	7	20	18
17. Do you discuss books you've read with your friends?	28	12	1	39
18. Do you and your friends recommend good books to each other?	29	10	1	39
19. Did your parent(s) or guardian(s) restrict the number of hours or the shows you watched on TV when you were young?	13	26	9	31
20. Do your parent(s) or guardian(s) restrict the number of hours or the TV shows that you watch now?	4	36	6	34

Note: Group sizes vary because all respondents answered not all questions on the Home Literacy Environment survey.

Table 2. Chi-Square Test by Item

Question	χ^2	P
1. Were you read to as a child?	$\chi^2(2, N = 80) = 18.02$	$p < .05^*$
2. Who read to you the most?	$\chi^2(4, N = 76) = 6.51$	$p > .05$
3. Did more than one person read to you on a regular basis?	$\chi^2(1, N = 80) = 16.16$	$p < .05^*$
4. Did primary caregiver work outside of the home when you were young?	$\chi^2(1, N = 80) = 3.2$	$p > .05$
5. Did you visit the public library when you were young?	$\chi^2(1, N = 80) = 3.52$	$p > .05$
6. Did you attend story hours or other programs at the public library?	$\chi^2(1, N = 79) = 0.02$	$p > .05$
7. Do you presently have a library card?	$\chi^2(1, N = 80) = 9.92$	$p < .05^*$
8. Do you and your family give each other books as gifts?	$\chi^2(1, N = 80) = 20.04$	$p < .05^*$
9. Does your parent(s) or guardian(s) have a collection of books they own at home?	$\chi^2(1, N = 78) = 4.36$	$p < .05^*$
10. Do you have a library of your own books?	$\chi^2(1, N = 80) = 42.7$	$p < .05^*$
11. Does your parent(s) or guardian(s) show interest in what you read?	$\chi^2(1, N = 80) = 12.84$	$p < .05^*$
12. Does your parent(s) or guardian(s) often ask what you learned in school?	$\chi^2(1, N = 79) = 1.22$	$p > .05$
13. Do you ever discuss books or magazine articles with your parent(s) or guardian(s)?	$\chi^2(1, N = 80) = 19.0$	$p < .05^*$
14. Does your parent(s) or guardian(s) subscribe to magazines?	$\chi^2(1, N = 80) = 0.08$	$p > .05$
15. Do you have your own magazine subscriptions?	$\chi^2(1, N = 80) = 0.08$	$p > .05$
16. Do you remember having subscriptions as a child?	$\chi^2(1, N = 80) = 0.92$	$p > .05$

Question	χ^2	P
17. Does a newspaper come to your home on a daily basis?	$\chi^2(1, N = 80) = 0.00$	$p > .05$
18. Do your friends like to read books and/or magazines?	$\chi^2(1, N = 78) = 7.98$	$p < .05^*$
19. Do you discuss books you've read with your friends?	$\chi^2(1, N = 80) = 39.44$	$p < .05^*$
20. Do you and your friends recommend good books to each other?	$\chi^2(1, N = 79) = 43.3$	$p < .05^*$
21. Did your parent(s) or guardian(s) restrict the number of hours or the shows you watched on TV when you were young?	$\chi^2(1, N = 79) = 1.15$	$p > .05$
22. Do your parent(s) or guardian(s) restrict the number of hours or the TV shows that you watch now?	$\chi^2(1, N = 80) = .46$	$p > .05$
23. What is the educational level of the parent(s) or guardian(s) with whom you spent the most time with when you were a preschooler?	$\chi^2(5, N = 80) = 12.2$	$p < .05^*$
24. Number of subscriptions currently coming to your house?	$\chi^2(4, N = 80) = 8.28$	$p > .05$

*Significant difference determined between those students with a positive attitude toward reading and those students with a negative attitude toward reading.

Appendix

Combined Survey Form

Reading Attitude Scale
Part A

Directions: This is a test to tell how you feel about reading. The score will not affect your grade in any way. Read the statements and then put an X on the line under the letter or letters that represent how you feel about the statement.

SD - Strongly Disagree
A - Agree

D - Disagree
SA - Strongly Agree

U - Undecided

	SD	D	U	A	SA
1. You feel you have better things to do than read.	___	___	___	___	___
2. You seldom buy a book.	___	___	___	___	___
3. You are willing to tell people that you do not like to read.	___	___	___	___	___
4. You have a lot of books in your room at home.	___	___	___	___	___
5. You like to read a book when ever you have free time.	___	___	___	___	___
6. You get really excited about books you have read.	___	___	___	___	___
7. You love to read.	___	___	___	___	___
8. You like to read books by well-known authors.	___	___	___	___	___

SD - Strongly Disagree
A - Agree

D - Disagree
SA - Strongly Agree

U - Undecided

	SD	D	U	A	SA
9. You never check out a book from the library.	___	___	___	___	___
10. You like to stay at home and read.	___	___	___	___	___
11. You seldom read except when you have to do a book report.	___	___	___	___	___
12. You think reading is a waste of time.	___	___	___	___	___
13. You think reading is boring.	___	___	___	___	___
14. You think people are strange when they read a lot.	___	___	___	___	___
15. You like to read to escape from problems.	___	___	___	___	___
16. You make fun of people who read a lot.	___	___	___	___	___
17. You like to share books with your friends.	___	___	___	___	___
18. You would rather someone just tell your information so that you won't have to read to get it.	___	___	___	___	___
19. You hate reading.	___	___	___	___	___
20. You generally check out a book when you go to the library.	___	___	___	___	___

SD - Strongly Disagree
A - Agree

D - Disagree
SA - Strongly Agree

U - Undecided

	SD	D	U	A	SA
21. It takes you a long time to read a book.	___	___	___	___	___
22. You like to broaden your interests through reading.	___	___	___	___	___
23. You read a lot.	___	___	___	___	___
24. You like to improve your vocabulary so you can use more words.	___	___	___	___	___
25. You like to get books for gifts.	___	___	___	___	___

Literary Environment Survey

Part B

Please answer the following questions by circling the best answer.

1. Did your parent(s) or guardian(s) read to you when you were a young child? a.) Never b.) Sometimes c.) Often

2. Who was the person who read to you the most?

Mother or guardian
Older brother or sister
Other:

Father or guardian
Grandparent

3. Did more than one person read to you on a regular basis?

Yes No

4. Did your primary caregiver work outside the home before you began kindergarten?

Yes No

5. Did you visit the public library when you were young?

Yes No

6. Did you attend story hours or other programs at the public library?

Yes No

7. Do you presently have a public library card?

Yes No

8. Do you and your family members give each other books as gifts?

Yes No

9. Does your parent(s) or guardian(s) have a collection of books they own at home?

Yes No

10. Do you have a library of your own books at home?

Yes No

11. Does your parent(s) or guardian(s) show interest in what you read?

Yes No

12. Does your parent(s) or guardian(s) often ask you what you learned in school?

Yes No

13. Do you ever discuss books or magazine articles with your parent(s) or guardian(s)?

Yes No

14. Does your parent(s) or guardian(s) subscribe to magazines, which are mailed to your home? If they do, please list the titles at the end of this survey.

Yes No

15. Do you have your own magazine subscriptions? If you do, please list the titles at the end of the survey.

Yes No

16. Do you remember having subscriptions as a child? If you do, please list what you can remember of them at the end of this survey.

Yes No

17. Is there a newspaper coming to your home on a daily basis?

Yes No

18. Do your friends like to read books and/or magazines?

Yes No

19. Do you discuss books you've read with your friends?

Yes No

20. Do you and your friends recommend good books to each other?

Yes No

21. Did your parent(s) or guardians restrict the number of hours or the shows you watched on TV when you were young?

Yes No

22. Do your parent(s) or guardian(s) restrict the number of hours or the TV shows that you watch now?

Yes No

23. What is the educational level of the parent or guardian with whom you spent the most time when you were a preschooler?

Some high school	High school graduate
Some College	College graduate
Advanced degree	I don't know

24. Number of subscriptions currently coming to your house for your parent(s) or guardian(s):

0 1 2 3 4 or more

25. Please name the magazines that your parent(s) or guardian(s) receive. (You can describe them if you cannot remember the titles.)

- 1.
- 2.
- 3.
- 4.

26. Please list the magazines that **you** currently receive:

- 1.
- 2.
- 3.

27. Magazine(s) you remember receiving as a child: (Describe them if you cannot recall titles.)

- 1.
- 2.
- 3.
- 4.

If you can think of one person who or one incident, which had a very big, effect on the type of reader you are today, please tell me about him/her in a few words or sentences.