

Rowan University

Rowan Digital Works

Theses and Dissertations

6-28-2001

A study of the relationship between the amount of parental reading to the student at home and the student's second grade standardized reading achievement score

Kathleen M. Jewell
Rowan University

Follow this and additional works at: <https://rdw.rowan.edu/etd>



Part of the [Elementary Education and Teaching Commons](#)

Let us know how access to this document benefits you - share your thoughts on our feedback form.

Recommended Citation

Jewell, Kathleen M., "A study of the relationship between the amount of parental reading to the student at home and the student's second grade standardized reading achievement score" (2001). *Theses and Dissertations*. 1574.

<https://rdw.rowan.edu/etd/1574>

This Thesis is brought to you for free and open access by Rowan Digital Works. It has been accepted for inclusion in Theses and Dissertations by an authorized administrator of Rowan Digital Works. For more information, please contact LibraryTheses@rowan.edu.

A STUDY OF THE RELATIONSHIP BETWEEN THE AMOUNT OF
PARENTAL READING TO THE STUDENT AT HOME AND THE
STUDENTS' SECOND GRADE STANDARDIZED
READING ACHIEVEMENT SCORE

by
Kathleen M. Jewell

A Thesis

Submitted in partial fulfillment of the requirements of the
Master of Arts Degree
of The Graduate School
at Rowan University
June 28, 2001

Approved by _____ Professor

Date Approved

June 28, 2001

ABSTRACT

Kathleen M. Jewell

A study of the relationship between the amount of parental reading to the student at home and the students' second grade standardized reading achievement score

2001

Dr. Randall S. Robinson

Rowan University

Master of Science in Teaching

The purpose of this study was to investigate the relationship between the amount of time parents spent reading to their child at home and the child's second grade standardized reading achievement score. This study used a parental survey to question the parents of third grade students in an urban elementary school on their reading habits and those of the student.

Forty-eight parents (n=48) responded to the survey. The results were then analyzed to find the significance of a relationship. A Chi-square analysis indicated that there was no significant relationship between the amount of time a parent spends reading to a child and the child's second grade standardized reading achievement score [$\chi^2 = 8.6$, $df = 5$, $p = .05$]. Therefore, it was concluded that the amount of time spent reading to a child did not significantly increase the child's second grade standardized reading test score.

MINI ABSTRACT

Kathleen M. Jewell

A study of the relationship between the amount of parental reading to the student at home and the students' second grade standardized reading achievement score

2001

Dr. Randall S. Robinson

Rowan University

Master of Science in Teaching

The purpose of this study was to investigate the relationship between the amount of time parents spent reading to their child and the child's second grade standardized reading achievement score. Using a Chi-square analysis, it was determined that there was no significant difference in the relationship between the amount of time spent reading and the reading achievement score.

ACKNOWLEDGMENTS

I wish to thank Dr. Randall S. Robinson, M.S.T. Advisor, Rowan University, for his time, help and guidance with the writing of this thesis paper.

Thank you to Mr. Michael Landon, Mrs. Carol Petro, and the entire faculty and staff at Wedgwood Elementary School for their help and support in the collection of the data for this thesis.

I also thank my husband, James, for his unconditional love and support throughout my graduate studies. His sharing of my goals and objectives during this time enabled me to complete my studies and my thesis with minimal stress.

TABLE OF CONTENTS

	Page
ACKNOWLEDGEMENTS	ii
LIST OF FIGURES AND TABLES	v
CHAPTER	
1 SCOPE OF THE STUDY	1
Introduction	1
Statement of the Problem	2
Statement of the Hypothesis	3
Limitations of the Study	3
Definition of Terms	3
2 REVIEW OF RELATED LITERATURE	4
Introduction	4
Role of Parents	4
Benefits of Parents Reading to Children	7
Children's Reading for Pleasure	9
Libraries	10
Summary	11
3 METHODS	13
Introduction	13
Description of Subjects	13
Research Procedures	13
Description of Instrument	15
4 ANALYSIS OF FINDINGS	17
Introduction	17
Tabulation of Scores	17
Analysis of Data	20
5 SUMMARY, CONCLUSION AND RECOMMENDATIONS	23
Introduction	23

Summary of Problem	23
Summary of Hypothesis	23
Summary of Procedures	23
Summary of Findings	24
Conclusion	24
Recommendations and Implications.....	24
REFERENCES	26
APPENDIX A: Letter of Introduction to the Parents	28
APPENDIX B: Letter to the Principal	30
APPENDIX C: Surveys Sent to Parents	32
VITA	40

LIST OF FIGURES AND TABLES

	Page
Figure: Success Cycle	10
Table 1: Responses to Parental Questionnaire	18
Table 2: Time Spent Reading to Child	20
Table 3: Chi-Square Analysis of Parental Reading Per Group	21
Table 4: Cell Chi-Square Values	21

Chapter 1

Scope of the Study

Introduction

Literacy, or the ability to read and comprehend, is essential in today's world. It is necessary not only in the school but in the workplace, home, and community. Literacy is necessary to meet the demands of everyday life (Au, K., H., Mason, J. M. & Scheu, J., 1995)

The roots of children's abilities to deal with print are found in their home experiences with literacy. Reading introduces children to many different aspects of literacy, beginning with the basic ideas of what a book is, and where the title is. Reading to children also introduces children to language, and the basis from which the child can begin to understand and construct rules that are used in the reading process. Finally, if a young child sees a parent reading, the child wants to model that behavior (Anderson, S., 2000).

The report of the Committee on the Prevention of Reading Difficulties in Young Children, funded by the National Academy of Sciences and the U.S. Department of Education, states, "It is clear from the research on emergent literacy that important experiences related to reading begin very early in life" (Snow, Burns, & Griffin, 1998, p. 317).

There is abundant evidence that what a child already knows and the experiences he or she already has had, profoundly impact reading progress in school. An obvious

conclusion, then, is that the child's early environment, the home, plays a crucial role in the ongoing reading development of the child. Those crucial years before children enter school significantly influence their understanding of what it means to read and their desire to read. Encouraging parental involvement in the education and literacy of their children is necessary for reading achievement to be most effective (Snow et al., 1998).

Reading is the foundation for children's success in school as well as throughout life. There is no skill more basic to success than the ability to read. It is not enough to teach children how to read. Educators and parents need to instill the value of reading for both enjoyment and for information. Parents need to model reading at home as well as spending time reading to their children (Taylor, Short, Frye & Shearer, 1992).

Statement of the Problem

In today's society more parents are working outside the home, thus spending less time with their children. However, by spending quality-reading time with their children, parents are able to increase their child's motivation and interest in reading. Reading aloud by parents and children has been determined to aid in the development of a child's literacy (Anderson, 2000). Research suggests that parental modeling will enhance a child's reading ability because the child sees reinforcement on the value of reading. Parents who read for pleasure are more likely to have children who have a high degree of interest in books and reading (Beatson, 2000). By being read to, children are introduced to language and the many features of literacy, including, but not limited to, the ideas of what a book is, and the enjoyment that can be derived from reading (Anderson, 2000).

The purpose of this study was to determine how the ability of children to read and comprehend, as evidenced in standardized test scores, is related to parental involvement.

To enhance reading achievement, parental involvement in the education and literacy of children is necessary. Does parental involvement in the education and literacy of children affect the way the children will perform on standardized reading achievement tests?

Statement of the Hypothesis

There will be a significant positive relationship between the amount that parents read to a student at home and that students' second grade standardized reading achievement scores.

Limitations of the Study

There were some limitations that may have influenced the scope and outcome of this study.

1. The sample was not a representative sample because it was not a random selection of third grade students.
2. The sample was restricted to the third grade students attending a particular school, therefore; it cannot be generalized to the population of all third grade students and their reading achievement levels.
3. Because the survey was anonymous, the validity of the instrument was lowered due to the inability to check for truthfulness and accuracy.

Definition of Terms

In order for the reader to have the same perspective as the author of this study the following terms have been defined:

Parental involvement - The degree to which parents or the primary care giver actively participate with their children in the development of reading skills and motivation to read.

Standardized test – The Terra Nova Test of Skills.

Primary care giver – The guardian or custodial adult of a minor child who assumes principal responsibility for that child.

Chapter 2

Review of Related Literature

Introduction

Parents have been identified as the key players in a child's literacy development. It has been asserted that children must engage in literacy experiences before they enter school. It has also been claimed that every child who participates in productive literacy experiences before entering school will be a child who is more likely to escape the fate of early failure in learning to read and of long-term difficulties with literacy learning (Allington & Walmsley 1995).

By reading to their children, parents are able to instill the value of reading to their child for information as well as for fun. Children often imitate much of what they see. By modeling reading at home, parents reinforce the value of reading. (Taylor, et al., 1992). This study explored the relationship between the amount of time a parent spends reading to a child and the child's second grade standardized reading scores.

Role of Parents

The home literacy practice of a parent seems to establish a relationship to the students' reading attitude. It has been maintained that parental involvement acts as means of motivation for student success in school and in promoting cognitive development. The direct involvement of parents in their child's learning as well as the accessibility of academic materials at home appears to influence student development.

When a parent is a part of a child's education, the student is more likely to stay in school and achieve in learning (Anderson, 2000). "One of the most important things a parent can do for their children is to read to them" (Beatson, 2000, p. 8). However, Beatson also points out that the teaching of literacy is not just the reading aloud from a book. Literacy extends to many events that a parent and child can involve themselves in, including cooking, writing thank you notes and shopping lists and having conversations.

Literature suggests several underlying causes for low reading motivation. For instance, the typical American mother spends less than an hour and a half a day on childcare and fathers devote less than half an hour. More time is spent working, preparing and eating meals, housekeeping and watching television. Two-thirds of school-age children have working mothers (Sherman, 1991). It has been suggested that that time is not the problem in encouraging reading. It is the dedicated parents that make the difference (Trelease, 1995).

In 1983 a national commission on reading was formed to investigate the decline in reading and determine possible solutions. The members selected for the Commission consisted of nationally recognized experts on child, language and academic development. Becoming a Nation of Readers (1985), a document written when the National Academy of Education formed the Commission on Reading to investigate what needed to be done to produce a nation of readers, makes the following statements about parents and the importance of their making a commitment to guiding children to become ready for reading:

Parents play roles of inestimable importance in laying the foundation for learning to read. A parent is a child's first guide through a vast and unfamiliar world. A parent is a child's first mentor on what words mean and how to mean things with

words. A parent is a child's first tutor in unraveling the fascinating puzzle of written language. A parent is a child's one enduring source of faith that somehow, sooner or later, he or she will become a good reader (Beatson, 2000, p. 28).

In addition, the commission found that reading aloud to children is "the single most important activity for building the knowledge required for eventual success in reading" (Anderson, Hiebert, Scott & Wilkinson, 1985, p. 23). "The commission also found conclusive evidence to support the use of reading aloud not only in the home but also in the classroom: It is a practice that should continue throughout the grades" (Anderson et al., 1985, p. 51).

Trelease has found that children often imitate much of what they see and hear. Reading aloud to children not only improves negative attitudes about reading, it also stimulates children's imagination, stretches children's attention spans and improves reading, writing, speaking and listening skills. Reading aloud to children also helps create background knowledge, which is what children use to make sense of what they see, hear and read. If background knowledge is limited, then new material will not be easily understood (Trelease, 1995).

Research has indicated a correlation between reading aloud to children and an increase in reading comprehension and oral language abilities. Interaction with books is a key element for fostering reading development in young children. Therefore, storybook reading is an excellent way to motivate and encourage children to read (Teale & Martinez, 1988).

Parents are often uncertain as to how to help their children. Many are simply not prepared to be parents. Other parents may have unpleasant school memories that make

them reluctant to seek advice from the teacher (U.S. Department of Education, 1994). However, involvement of parents has shown to be associated with lower incidence of grade retention and lower rates of special education placements (Anderson, S., 2000).

Research has supported the findings that parents play an important role in their child's success. They play a critical role because they are their child's first teacher. Educators recognize that there is a significant improvement in a child's reading readiness when parents regularly read to their child when the child is very young (Solo, 1997). According to the Committee on the Prevention of Reading Difficulties in Young Children, in the book Starting Out Right: A Guide to Children's Reading Success (1999):

Promoting literacy at home does not mean creating an academic setting and formally teaching children. Parents and other caregivers can take advantage of opportunities that arise in daily life to help their children develop language and literacy. Often, these are unplanned, casual acts, like commenting on words on an article of clothing or engaging children in conversation. At other times, it is a conscious effort to read good books with children or provide toys that promote good literacy development (p.16).

Benefits of Parents Reading to Children

The Goals 2000: Educate America Act focuses on promoting parent involvement, which is felt to be an important aspect of successful schools. Positive parental involvement helps children complete more homework, have better attendance, develop positive attitudes and achieve higher grades. Parents can specifically affect three areas of their children's schooling. Parents have authority over student absenteeism, the variety of reading materials in the home and excessive television watching. This means that parents can improve their children's achievement by making sure their children attend school, encourage reading at home and monitor excessive television viewing (U.S. Department of Education, 1994).

In 1994, Rasinski stated there is a strong relationship between the degree of parental involvement and children's success in reading. Children who are read to regularly at home show a significant gain in reading. Shaver and Walls (1998), found evidence that appears to support a relationship between higher student achievement levels and parents who strive to provide school-based learning materials and books for their younger children at home. They assert that resources such as trips to the library, learning-based television programs, learning packets provided to families by schools, and a quiet study area are linked with higher school achievement.

Children's learning in school begins with the parents reading aloud at home. Research supports a connection between shared reading, reading aloud, promoting positive attitudes toward reading, access to a variety of printed materials and children's reading success (Morrow, Paratore, Gaber, Harrison & Tracey, 1993). According to Dwyer and Isbell (1990), parents that read aloud to their children introduce them to good literature, encourage language development and expose them to the wonders of books.

Forming a link between the family and the school is the foundation for building children's reading success in school (Helm, 1994). This link most commonly focuses on parental involvement. Older siblings and upper grade students are often overlooked as positive reading motivators. Both age groups benefit from this reading experience. The older students become positive role models, develop responsible relationships with young children, and learn more about story elements and authors. The younger children feel important and enjoy interaction with the older student (Baghban, 1995).

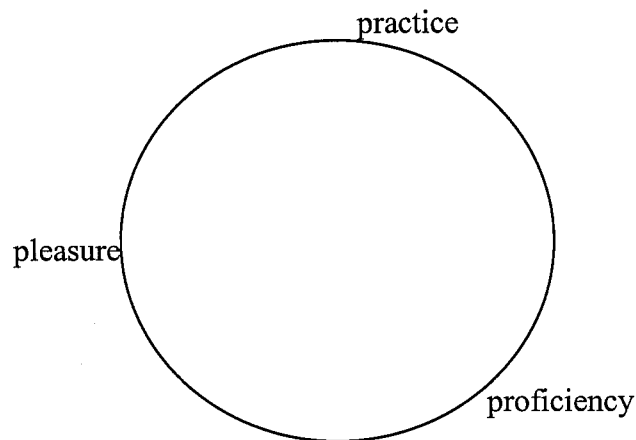
Children's Reading for Pleasure

In 1995, Trelease reported one to the major purposes of reading aloud is to motivate children to read independently for pleasure. The academic term for such reading is called Sustained Silent Reading or SSR. It is based on the simple principle that reading is a skill. As with any skill, the more one uses it, the better one becomes at it. The opposite also applies in that the less a skill is used, the more difficult it is. Through the implementation of SSR the student is provided with a new outlook on reading – as a form of pleasure. Avery and Avery suggest that the positive role modeling exhibited by the teacher during SSR reinforces that reading can be pleasurable. Teachers that set aside time for independent reading send the message that reading is important (Avery & Avery, 1994).

According to Cullinan, several advantages are obtained through the practice of independent reading. Among these advantages are stirring the imagination, developing vocabulary and expanding a sense of wonder. One highly beneficial outcome is the establishment of a lifelong reader. A success cycle is developed as a result of this independent reading (Cullinan, 1992).

This Success Cycle is based on the idea that practice leads to proficiency that leads to pleasure thereby increasing the desire to read. The basic meaning behind the Success Cycle is simply practice makes perfect. Cullinan's Success Cycle mirrors Trelease's statement that the more you use a skill the better you become (see figure).

Figure
Success Cycle



Libraries

A key element in developing a motivation to read and a love for books is the accessibility that children have to books. Well-designed home and classroom libraries entice children to read when given the opportunity. A well-designed library contains a number a number of physical features. The library area should be attractive and easily visible and should provide the child a place for quiet reading. The library area in the home as well in the school should provide the child a comfortable place to sit in the form of carpeting, chairs, or beanbags. A library area without seating is less likely to be utilized by children. An average of five to six books of a variety of genres and reading levels is also a priority (Fractor, Woodruff, Martinez & Teale, 1993). By having a

collection of books that are easily accessible to their child, a parent is offering their child the opportunity to see, handle, and examine the books at their own discretion (Baker, 1997).

Research positively links the importance of libraries to children's reading development. When provided with an area to read, children interact more with books, demonstrate more positive attitudes about reading, select reading as a leisure activity, spend more time reading and exhibit increased reading achievement (Fractor et al., 1993). Children whose homes promote reading as a source of entertainment are more likely to be motivated readers (Baker, 1997).

Summary

Reading aloud and involving parents are practices that the research literature suggests will increase children's motivation to read. Children who have a wide body of background knowledge and life experiences are more likely to succeed in reading. They are more likely to relate to stories, recognize words in them, and to understand events described in books. "If parents fail to help their children develop good reading habits, it indicates that they are not convinced that their personal efforts make a difference with their children" (Anderson, S., 2000, p. 61).

Knowledge about and love for reading can develop only through experience. Children should own books, and have access to books in their classrooms. They should be read to often and should see others reading and writing. Understanding the value of literacy as a means of communication, as well as coming to love book-reading as a time for emotional closeness, are accomplishments typical of the future good reader. Because

learning to read can often be a tedious and frustrating experience for children, the best advertisement for learning to read is by reading aloud (Schwartz, 1995).

Chapter 3

Methods

Introduction

Being read to introduces children to language, and the basis from which the child can begin to understand and construct rules that are used in the reading process (Anderson, S., 2000). When parents read to their children, they teach them the basics and help to build the foundation that is imperative for the children's success in school as well as throughout life. When parents read at home they are modeling to their children the value of reading for enjoyment as well as for information (Taylor, et al., 1992). This study considered a relationship between parental reading at home and the second grade standardized test scores of third grade students.

Description of Subjects

The participants in the study consisted of the parents of students in five third grade classes, in a rural elementary school in southern New Jersey. The sample group was composed of 48 parents of the students in the third grade in a rural elementary school (n=48). The genders of the responding parents were 5 male and 43 female. The students were between 10 and 12 years of age.

Research Procedures

Preceding the research, the researcher spoke with the principal of the school and asked permission to conduct the study in the school. The researcher explained the premise and rationale for the study. The researcher then composed a letter to the parents

introducing the researcher and how the researcher was associated with the school and their children (see appendix A). The researcher also informed the parents of the study and the rationale for this study. The researcher indicated to the parents the need of their cooperation in completing a survey. The findings would supply parents and teachers with the information needed to provide the type of instruction necessary to improve student performance. A copy of an anonymous survey that contained questions that the researcher compiled in order to conduct the research was attached to the letter to the parents of the third grade students.

The completed letter to the parents and the survey instrument were sent to the principal with a letter for his endorsement (see appendix B). This was done to ensure his willingness to allow the research to be conducted in the school. The researcher included seven copies of the instrument for the principal. Each copy had either a different graphic or different placement of the same graphic (see appendix C). The researcher met with the principal to review the letter and the instrument. It was explained to the principal that the different surveys would designate the different percentiles used to group the students.

After receiving the principals' approval, the researcher obtained the students' second grade standardized test scores for the Terra Nova Test of Skills. For each of the 5 third grade classrooms, the researcher used the National Percentile Score for the students. The researcher grouped the students, according to classroom, by their scores into the following percentages: 90-100%, 80-89%, 70-79%, 60-69%, 50-59%, and 49% and below. The researcher then attached the list of names, per classroom, with the corresponding number of letters with attached surveys, and distributed them to the appropriate teachers.

Each of the five classroom teachers received seven piles of letters with surveys attached. They were instructed to distribute the letters and surveys according to the list of names and then discard the name list. The teachers were instructed to distribute the letters and surveys on a Monday. The students were requested to take the papers home to their parent or guardian and return the surveys to school by that Friday. On the following Monday, the researcher collected the questionnaires from the school.

Description of Instrument

The students were given an anonymous questionnaire to take home to their parent or guardian. The survey questioned the reading habits of the parents, the time spent reading with the child, the gender of the parent, the genre of literature read, verbal interaction with the child and the education level of the parent.

Prior to the distribution of the surveys, the researcher obtained the standardized test scores for the students. The 2nd grade scores from the Terra Nova Test of Skills, a valid and reliable instrument, were used. The researcher noted the score for each student in groupings of 90-100%, 80-89%, 70-79%, 60-69%, 50-59%, and 49% and below. Each percentage group received the same questionnaire; with the only visible difference being different graphics to designate to which grouping the questionnaire belonged (see appendix C). Prior to the teacher distributing the surveys to the students to complete and to take home, the researcher divided the questionnaires into piles, according to percentile group, with a list of student names attached so the distributing teacher would know to whom to give which survey. To ensure confidentiality, the distributing teachers were not informed of the percentile breakdown of the groups. After all surveys were distributed,

the teachers were instructed to discard the list of names. A Chi square analysis, symbolized as χ^2 , was used to find a relationship between the amount of time a parent has spent reading to the child and the child's 2nd grade score from the Terra Nova Test of Skills.

Chapter 4
Analysis of Findings
Introduction

Literacy is often thought of beginning at home and that basic literacy experiences must begin before a child enters school. This study analyzed the relationship between the amount of parental reading to a student at home and that students' second grade reading achievement score.

Tabulation of Scores

Fifty-five parents responded to the survey and 48 returned usable questionnaires (n= 48). The 7 questionnaires returned that were unusable were due to a lack of obtainable score for the child's second grade reading achievement test. In general, most of the respondents were female, indicating the female is the primary care giver. Most of the respondents achieved a Bachelors degree and 42% read for pleasure. Forty-five of the respondents permitted their child to select the book, and only one caregiver indicated that their child did not participate in the reading experience. Table 1 provides the responses of the 48 usable surveys.

table 1

Responses to Parental Questionnaire

Parental questionnaire	n	% of sample
Sex		
Male	5	10
Female	43	9
Education		
High School	15	31
Associates	4	8
Bachelors	23	48
Masters	6	12
Doctorate	0	0
Caregiver reads for pleasure		
Yes	42	88
No	6	12
Caregiver worked outside the home prior to child entering school		
Yes	33	69
No	15	31
Amount of time spent reading to child		
Less than 1 hour	26	54
1-2 hours	20	42
More than 2 hours	1	2
Unsure	1	2
Age of child when first read to		
Less than 1 year old	19	40
1 year old	18	38
2 years old	7	15
3 years old	3	6
Unsure	1	2
Type of literature read to child*		
Educational, factual	50	45
Imaginary, cartoons, science-fiction	62	55

Child permitted to select book		
Yes	45	94
No	3	6
Room where spent most time reading to child		
Bedroom	25	52
Living Room	13	27
Family Room	10	21
Child participated in reading experience		
Yes	47	99
No	1	1
Age of child when began reading on own		
2 years old	1	2
3 years old	3	6
4 years old	6	12
5 years old	21	44
6 years old	9	19
7 years old	7	15
8 years old	1	2
Number of hours per day child watches television		
Less than 1	2	4
1-2 hours	45	94
More than 2	1	2

* more than one response per survey was given and genres of literature were combined to form 2 groups

The information provided by the respondents was further tabulated to compare the time spent reading to the child by the caregiver and the child's second grade standardized reading test score. The scores were grouped according to percentile as follows: 90-100%, 80-89%, 70-79%, 60-69%, 50-59% and 49% and below (see table 2).

table 2

Time Spent Reading to Child According to Percentile Group

	n	% of sample
90-100%		
< 1 hour	3	6
1-2 hours	6	12
unsure	1	2
80-89%		
< 1 hour	7	15
1-2 hours	2	4
70-79%		
< 1 hour	6	12
1-2 hours	4	8
> 2 hours	1	2
60-60%		
< 1 hour	4	8
1-2 hours	3	6
50-59%		
< 1 hour	2	4
1-2 hours	1	2
49% and below		
< 1 hour	4	8
1-2 hours	4	8

Analysis of Data

The data was analyzed using a 2 x 6 Chi square, or χ^2 . However, when using this analysis, there were some limitations to the data that needed to be considered. First, the parental survey contained 5 genres of literature. In the analysis, the literature was grouped into 2 genres because many types of literature that are educational are also factual and many types of literature considered to be imaginary are also cartoons and

Science fiction. Because there was not a greater explanation provided to the caregiver when filling out the survey, there is bound to be some crossover between categories. Secondly, the researcher was unable to obtain individual data on each child because the survey was anonymous. Without knowing the score for each questionnaire returned, there were only 6 categories instead of 48, thus decreasing the degrees of freedom. And lastly, in the analysis time spent reading over 2 hours was not factored into the table because there was only 1 respondent who read to their child for more than 2 hours daily (see tables 3 and 4).

table 3

² Analysis of Time Spent Reading Per Group

“O” “E”	90-100 %	80-89 %	70-79 %	60-69 %	50-59 %	49 % and below
< 1 hour	3	7	6	4	2	4
1-2 hours	6	2	4	3	1	4

table 4

Cell Chi-Square Values

Row 1 Col 1 “O” = 3 “E” = 4.3333 Chi-square = 0.4103
 Row 1 Col 2 “O” = 6 “E” = 3.3333 Chi-square = 2.1333
 Row 2 Col 1 “O” = 7 “E” = 4.3333 Chi-square = 1.6410
 Row 2 Col 2 “O” = 2 “E” = 3.3333 Chi-square = 0.5333
 Row 3 Col 1 “O” = 6 “E” = 4.3333 Chi-square = 0.6410
 Row 3 Col 2 “O” = 4 “E” = 3.3333 Chi-square = 0.1333
 Row 4 Col 1 “O” = 4 “E” = 4.3333 Chi-square = 0.0256

Row 4 Col 2 "O" = 3 "E" = 3.3333 Chi-square = 0.0333
Row 5 Col 1 "O" = 2 "E" = 4.3333 Chi-square = 1.2564
Row 5 Col 2 "O" = 1 "E" = 3.3333 Chi-square = 1.6333
Row 6 Col 1 "O" = 4 "E" = 4.3333 Chi-square = 0.0256
Row 6 Col 2 "O" = 4 "E" = 4.3333 Chi-square = 0.1333

CHI-SQUARE = 8.6000

DEGREES OF FREEDOM = $(R-1)(C-1) = (6-1)(2-1) = 5$

According to the two-dimensional Chi-square analysis, there was no significant difference at the .05 probability level. Therefore, there is no significant relationship between the amount of time a caregiver spends reading to a child and a child's second grade standardized reading test score and the hypothesis was rejected.

Chapter 5

Summary, Conclusion and Recommendations

Introduction

The time a parent spends reading to a child before the child enters school has been associated with improved reading ability. This study looked at the relationship between the amount of parental reading to a student at home and the students' second grade reading achievement score. According to the data from this study, the amount of time a parent spends reading to a child does not have an impact on the child's second grade standardized reading test scores.

Summary of Problem

Since the role of parents' modeling of reading and time spent reading to children may play an important part in the success of their children's reading abilities, some pertinent questions arise. Such as: Does parental involvement in the education and literacy of children affect the way the children will perform on standardized reading achievement tests? Does the amount of time a parent spends reading to a child affect their reading ability on standardized tests?

Summary of Hypothesis

The hypothesis of this study was that there will be a significant positive relationship between the amount that parents read to a student at home and a students' second grade standardized reading achievement scores.

Summary of Procedures

Forty-eight parents of third grade students in an urban elementary school completed a questionnaire about their personal reading habits, how often they read to their child and how involved the child was in the reading, and the reading habits of the child. The Second-grade standardized test scores for the Terra Nova Test of Skills were obtained for all the third grade students in the school because the survey was anonymous. The parental questionnaires were collected and the results tabulated.

Summary of Findings

According to the two-dimensional Chi-square analysis on the data in this study, there was no significant difference at the .05 probability level between the amounts of time spent reading to a child and a child's reading score on a standardized test.

Conclusion

According to the data in this study, time spent reading to a child does not influence the child's reading test scores. Therefore, the hypothesis of this study, that there is a significant relationship between the amount of time a caregiver spends reading to a child and a child's second grade standardized reading test score, cannot be supported by this study.

Recommendations and Implications

Although the Chi-square analysis did not show a significant difference in the amount of time spent reading to a child and the child's test score, there is the probability that with a larger sample the results would have been significant. According to the data, the 6 children whose parents spent between 1-2 hours reading to them, were in the top group of percentile scores. The second largest group was the children whose parents read to them for less than an hour a day were in the 80-89% group. Perhaps if the parents had

spent more time reading to the child, the child's score on the Terra Nova Test of Skills would have improved.

In addition, a study analyzing the effect of parental reading for pleasure on children would be interesting. This study could demonstrate how a child's attitude is affected by the amount of time a parent spends reading for pleasure. Does the child share the attitude of the parent?

Because this study did not prove that time spent reading to a child is going to have a positive impact on the child's standardized reading test scores, does not mean that parents should not continue reading to their children. Reading, in addition to helping children with the beginning aspects of literacy and communication, is a way for a parent to bond with a child and build a relationship.

REFERENCES

Allington, R., & Walmsley, S. (1995). No quick fix: Where do we go from here? In R. Allington & S. Walmsley (Eds.), No Quick Fix: Rethinking Literacy Programs in America's Elementary Schools. New York: Teachers College Press.

Anderson, R., Hiebert, E., Scott, J., & Wilkinson, I. (1985). Becoming a nation of readers: The report of the Commission on Reading. Washington, D.C.: National Institute of Education.

Anderson, S. (2000). How parental involvement makes a difference in reading achievement. Reading Improvement, 37(2), 61-86.

Au, K., H., Mason, J. M. & Scheu, J. (1995). Literacy Instruction Today. New York: HarperCollins College Publishers.

Avery, C. & Avery, K. (1994). 8 ways to get kids reading in school. Education Digest, 59, 57-60.

Baghban, M., (1995). Siblings can help with reading. Reading Today, 12, 17.

Baker, L., (1997). Home and family influences motivation for reading. The Elementary Journal, 99, 69-80.

Beatson, L. R. (2000). Research on parental involvement in reading. The New England Reading Association Journal, 36(3), 8-10.

Becoming a Nation of Readers. (1985). Washington, DC: The National Institute of Education.

Burns M.S., Griffin P., & Snow, C.E. (Eds.). (1999). Starting out right: A guide to promoting children's reading success, Washington, DC: National Academy Press.

Cullinan, B. (1992). Read to me: Raising kids who love to read. New York: Scholastic.

Fractor, J., Woodruff, M., Martinez, M., & Teale, W. (1993). Let's not miss opportunities to promote voluntary reading: Classroom libraries in the elementary school. The Reading Teacher, 46, 476-483.

Helm, J. (1994). Family theme bags: An innovative approach to family involvement in the school. Young Children, 49, 48-52.

Morrow, L., Paratore, J., Gaber, D., Harrison, C., & Tracey, D. (1993). Family literacy: Perspective and practices. The Reading Teacher, 47, 194-200.

Rasinski, T. (1994). Making parental involvement work. Reading Today, 11, 31.

Schwartz, D. (1995). Ready, set, read – 20 minutes each day is all you'll need. Smithsonian, 25, 82-91.

Shaver & Walls (1998). Effect of title I parent involvement on student reading and mathematics achievement. Journal of Research and Development, 31(2), 90-97.

Sherman, S. (1991). America won't win till it reads more. Fortune, 124, 201-204.

Snow, C. E., Burns, M. .S., & Griffin, P. (Eds.). (1998). Preventing Reading Difficulties in Young Children. Washington, DC: National Academy Press.

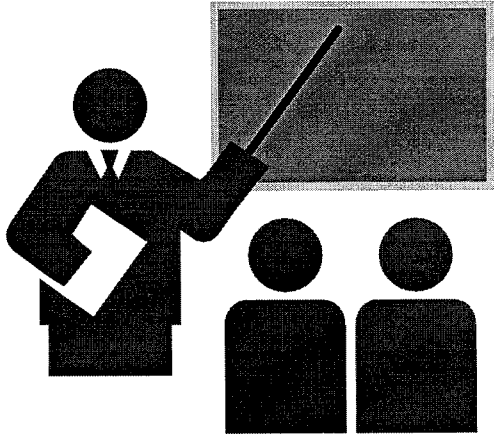
Solo, L. (1997). School success begins at home. Education Psychologist, 32, 29-30.

Teale, W., & Martinez, M. (1988). Getting on the right road to reading: Bringing books and young children together in the classroom. Young Children, 44, 10-14.

Trelease, J. (1995). The Read-Aloud Handbook. New York: Penguin.

U.S. Department of Education. (1994). Strong families, strong schools: Building community partnerships for learning. Washington, D.C.: Riley, R.

APPENDIX A
LETTER OF INTRODUCTION
TO THE PARENTS



Dear Parent or Primary Care Giver:

My name is Kayte Jewell and I am a graduate student at Rowan University. In the beginning of this school year, I had the privilege of being a student teacher in Mrs. Petro's 3rd grade class. I had the opportunity to interact with all of the third grade teachers and many of the students. The students in Wedgwood School treated me with respect and courtesy and I enjoyed being a part of their learning experience, even if only for a short time.

As part of my graduate studies, I am conducting a research project investigating the amount of time children have been read to at home and how it relates to their interest in reading. All third grade students will be able to participate. The results of this research will enable parents and teachers to discover the learning styles of children. This knowledge will enable parents and teachers to provide the type of instruction necessary to improve student performance.

I am asking for your cooperation in conducting this research. Attached is a questionnaire, to be completed anonymously, which I have developed with some questions about your reading habits and those of your child. If you could please take a few minutes to complete the questionnaire and return it to school with your child, I would appreciate it.

Thank you in advance for your cooperation.

Sincerely,

Kayte Jewell

APPENDIX B
LETTER TO THE PRINCIPAL

306 Byron Ct.
Sicklerville, NJ 08081
February 7, 2001

Mr. Michael Landon, Principal
Wedgwood Elementary School
Washington Township, NJ 08012

Dear Mr. Landon,

As you recall, we discussed my graduate Rowan University research project during my practicum experience at Wedgwood Elementary School. I wish to thank you for your permission to conduct the research for my study in your school. I have developed the questionnaire for the parents as well as the letter of introduction. To this end, I would like to meet with you to submit the questionnaire and its contents for your approval. I shall call you to set up a specific appointment.

Again, thank you for your assistance and cooperation.

Sincerely,

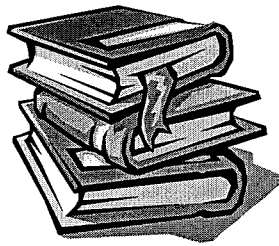
Kayte Jewell

APPENDIX C
SURVEYS SENT TO PARENTS

The Reading Habits of Parents or the Primary Care Giver and Their Pre-School Child

NOTE: Because this study is being conducted anonymously, please do not put your name or your child's name on this questionnaire. This questionnaire is to be answered by the primary care giver in the home.

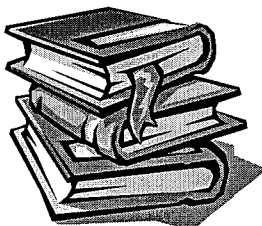
1. What is your gender? Male _____ Female _____
2. What is your educational level? High school _____ Bachelors _____ Masters _____
Doctorate _____
3. Do you read for pleasure? Yes _____ No _____
4. Prior to your child entering school did you work outside the home? Yes _____ No _____
5. How often did you read to your child before he/she entered school? 0-1/2 hr./day _____
1-2 hr./day _____ more than 3 hr./day _____
6. How old was your child when you began reading to him/her? _____
7. What type of literature did you read to your child before he/she entered school?
Educational _____ Imaginary _____ Factual _____ Cartoons _____
Science-fiction _____
8. Was your child permitted to select the book? Yes _____ No _____
9. Where did you spend the most time reading to your child before he/she entered school?
Bedroom _____ Living Room _____ Family Room _____ Kitchen _____
Other _____
10. Did your child participate in the reading experience? For example, did your child ask
questions, answer questions, read along, make up words, etc.? Yes _____ No _____
11. How old was your child when he/she began reading on his/her own? _____
12. Approximately how many hours/day does your child watch television?
0-1/2 hr./day _____ 1-2 hr./day _____ more than 3 hr./ day _____



The Reading Habits of Parents or the Primary Care Giver and Their Pre-School Child

NOTE: Because this study is being conducted anonymously, please do not put your name or your child's name on this questionnaire. This questionnaire is to be answered by the primary care giver in the home.

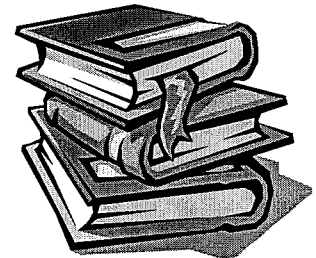
1. What is your gender? Male _____ Female _____
2. What is your educational level? High school _____ Bachelors _____ Masters _____
Doctorate _____
3. Do you read for pleasure? Yes _____ No _____
4. Prior to your child entering school did you work outside the home? Yes _____ No _____
5. How often did you read to your child before he/she entered school? 0-1/2 hr./day _____
1-2 hr./day _____ more than 3 hr./day _____
6. How old was your child when you began reading to him/her? _____
7. What type of literature did you read to your child before he/she entered school?
Educational _____ Imaginary _____ Factual _____ Cartoons _____
Science-fiction _____
8. Was your child permitted to select the book? Yes _____ No _____
9. Where did you spend the most time reading to your child before he/she entered school?
Bedroom _____ Living Room _____ Family Room _____ Kitchen _____
Other _____
10. Did your child participate in the reading experience? For example, did your child ask
questions, answer questions, read along, make up words, etc.? Yes _____ No _____
11. How old was your child when he/she began reading on his/her own? _____
12. Approximately how many hours/day does your child watch television?
0-1/2 hr./day _____ 1-2 hr./day _____ more than 3 hr./ day _____



The Reading Habits of Parents or the Primary Care Giver and Their Pre-School Child

NOTE: Because this study is being conducted anonymously, please do not put your name or your child's name on this questionnaire. This questionnaire is to be answered by the primary care giver in the home.

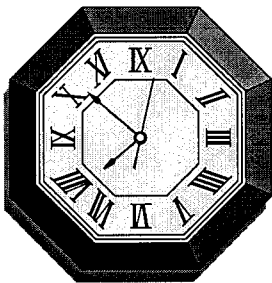
1. What is your gender? Male _____ Female _____
2. What is your educational level? High school _____ Bachelors _____ Masters _____
Doctorate _____
3. Do you read for pleasure? Yes _____ No _____
4. Prior to your child entering school did you work outside the home? Yes _____ No _____
5. How often did you read to your child before he/she entered school? 0-1/2 hr./day _____
1-2 hr./day _____ more than 3 hr./day _____
6. How old was your child when you began reading to him/her? _____
7. What type of literature did you read to your child before he/she entered school?
Educational _____ Imaginary _____ Factual _____ Cartoons _____
Science-fiction _____
8. Was your child permitted to select the book? Yes _____ No _____
9. Where did you spend the most time reading to your child before he/she entered school?
Bedroom _____ Living Room _____ Family Room _____ Kitchen _____
Other _____
10. Did your child participate in the reading experience? For example, did your child ask
questions, answer questions, read along, make up words, etc.? Yes _____ No _____
11. How old was your child when he/she began reading on his/her own? _____
12. Approximately how many hours/day does your child watch television?
0-1/2 hr./day _____ 1-2 hr./day _____ more than 3 hr./ day _____



The Reading Habits of Parents or the Primary Care Giver and Their Pre-School Child

NOTE: Because this study is being conducted anonymously, please do not put your name or your child's name on this questionnaire. This questionnaire is to be answered by the primary care giver in the home.

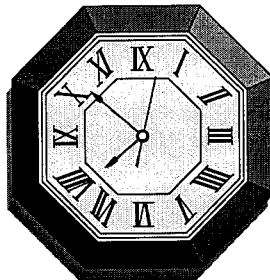
1. What is your gender? Male _____ Female _____
2. What is your educational level? High school _____ Bachelors _____ Masters _____
Doctorate _____
3. Do you read for pleasure? Yes _____ No _____
4. Prior to your child entering school did you work outside the home? Yes _____ No _____
5. How often did you read to your child before he/she entered school? 0-1/2 hr./day _____
1-2 hr./day _____ more than 3 hr./day _____
6. How old was your child when you began reading to him/her? _____
7. What type of literature did you read to your child before he/she entered school?
Educational _____ Imaginary _____ Factual _____ Cartoons _____
Science-fiction _____
8. Was your child permitted to select the book? Yes _____ No _____
9. Where did you spend the most time reading to your child before he/she entered school?
Bedroom _____ Living Room _____ Family Room _____ Kitchen _____
Other _____
10. Did your child participate in the reading experience? For example, did your child ask
questions, answer questions, read along, make up words, etc.? Yes _____ No _____
11. How old was your child when he/she began reading on his/her own? _____
12. Approximately how many hours/day does your child watch television?
0-1/2 hr./day _____ 1-2 hr./day _____ more than 3 hr./ day _____



The Reading Habits of Parents or the Primary Care Giver and Their Pre-School Child

NOTE: Because this study is being conducted anonymously, please do not put your name or your child's name on this questionnaire. This questionnaire is to be answered by the primary care giver in the home.

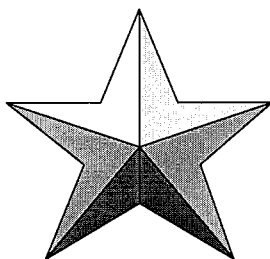
1. What is your gender? Male _____ Female _____
2. What is your educational level? High school _____ Bachelors _____ Masters _____
Doctorate _____
3. Do you read for pleasure? Yes _____ No _____
4. Prior to your child entering school did you work outside the home? Yes _____ No _____
5. How often did you read to your child before he/she entered school? 0-1/2 hr./day _____
1-2 hr./day _____ more than 3 hr./day _____
6. How old was your child when you began reading to him/her? _____
7. What type of literature did you read to your child before he/she entered school?
Educational _____ Imaginary _____ Factual _____ Cartoons _____
Science-fiction _____
8. Was your child permitted to select the book? Yes _____ No _____
9. Where did you spend the most time reading to your child before he/she entered school?
Bedroom _____ Living Room _____ Family Room _____ Kitchen _____
Other _____
10. Did your child participate in the reading experience? For example, did your child ask
questions, answer questions, read along, make up words, etc.? Yes _____ No _____
11. How old was your child when he/she began reading on his/her own? _____
12. Approximately how many hours/day does your child watch television?
0-1/2 hr./day _____ 1-2 hr./day _____ more than 3 hr./ day _____



The Reading Habits of Parents or the Primary Care Giver and Their Pre-School Child

NOTE: Because this study is being conducted anonymously, please do not put your name or your child's name on this questionnaire. This questionnaire is to be answered by the primary care giver in the home.

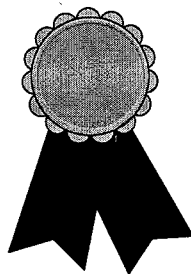
1. What is your gender? Male _____ Female _____
2. What is your educational level? High school _____ Bachelors _____ Masters _____
Doctorate _____
3. Do you read for pleasure? Yes _____ No _____
4. Prior to your child entering school did you work outside the home? Yes _____ No _____
5. How often did you read to your child before he/she entered school? 0-1/2 hr./day _____
1-2 hr./day _____ more than 3 hr./day _____
6. How old was your child when you began reading to him/her? _____
7. What type of literature did you read to your child before he/she entered school?
Educational _____ Imaginary _____ Factual _____ Cartoons _____
Science-fiction _____
8. Was your child permitted to select the book? Yes _____ No _____
9. Where did you spend the most time reading to your child before he/she entered school?
Bedroom _____ Living Room _____ Family Room _____ Kitchen _____
Other _____
10. Did your child participate in the reading experience? For example, did your child ask
questions, answer questions, read along, make up words, etc.? Yes _____ No _____
11. How old was your child when he/she began reading on his/her own? _____
12. Approximately how many hours/day does your child watch television?
0-1/2 hr./day _____ 1-2 hr./day _____ more than 3 hr./ day _____



The Reading Habits of Parents or the Primary Care Giver and Their Pre-School Child

NOTE: Because this study is being conducted anonymously, please do not put your name or your child's name on this questionnaire. This questionnaire is to be answered by the primary care giver in the home.

1. What is your gender? Male _____ Female _____
2. What is your educational level? High school _____ Bachelors _____ Masters _____
Doctorate _____
3. Do you read for pleasure? Yes _____ No _____
4. Prior to your child entering school did you work outside the home? Yes _____ No _____
5. How often did you read to your child before he/she entered school? 0-1/2 hr./day _____
1-2 hr./day _____ more than 3 hr./day _____
6. How old was your child when you began reading to him/her? _____
7. What type of literature did you read to your child before he/she entered school?
Educational _____ Imaginary _____ Factual _____ Cartoons _____
Science-fiction _____
8. Was your child permitted to select the book? Yes _____ No _____
9. Where did you spend the most time reading to your child before he/she entered school?
Bedroom _____ Living Room _____ Family Room _____ Kitchen _____
Other _____
10. Did your child participate in the reading experience? For example, did your child ask
questions, answer questions, read along, make up words, etc.? Yes _____ No _____
11. How old was your child when he/she began reading on his/her own? _____
12. Approximately how many hours/day does your child watch television?
0-1/2 hr./day _____ 1-2 hr./day _____ more than 3 hr./ day _____



VITA

Name: Kathleen M. Jewell

Date and Place of Birth: July 6, 1965
Philadelphia, Pennsylvania

Elementary School: St. Agnes School
Blackwood, New Jersey

High School: Paul VI High School
Haddonfield, New Jersey

College: Drexel University
Philadelphia, Pennsylvania
B.S. Design and Merchandising

Graduate: Rowan University
Glassboro, New Jersey
M.S.T. Elementary Education