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The Relationship Among Children's Reading Achievement, Parental Attitudes Towards Reading, and Parental Reading Habits

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THE RELATIONSHIP AMONG
CHILDREN'S READING ACHIEVEMENT,
PARENTAL ATTITUDES TOWARDS READING,
AND PARENTAL READING HABITS

THESIS

Submitted to the Graduate Committee of the
Department of Education and Human Development
State University of New York
College at Brockport
in Partial Fulfillment of the
Requirements for the Degree of
Master of Science in Education

by

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Abstract

The purpose of this study was to investigate the relationships among children's reading achievement, parental attitudes towards reading, and parental reading habits. Fifty-seven students enrolled in grades three, four, five, and six of a suburban parochial school in Western New York State and their parents constituted the subjects of this study.

Specific questions to be answered were:

1. Does a strong relationship ($r^2 \geq .50$) exist between parental reading habits and their child's reading achievement?
2. Does a strong relationship ($r^2 \geq .50$) exist between parental attitudes towards reading and their child's reading achievement?
3. Does a strong relationship ($r^2 \geq .50$) exist between parental attitudes towards reading and parental reading habits?

Parents were asked to respond to two questionnaires; one to measure parental reading habits, the other to measure parental attitudes towards reading. A total score was obtained for each questionnaire by giving a weighted value to each response. Parental reading attitude scores

Abstract (continued)

and parental reading habit scores were compared to their children's reading achievement scores (taken from 1987 Stanford Achievement Test results) using a Pearson Product-Moment Correlation.

Results revealed that a significant correlation did not exist between parental reading habits and children's reading achievement. Results also revealed that a significant correlation did not exist between parental attitudes towards reading and children's reading achievement.

Further analysis of the data showed that no significant correlation existed between mothers' attitudes towards reading and mothers' reading habits, although a moderately strong correlation did exist between fathers' attitudes towards reading and fathers' reading habits.

Acknowledgments

This investigator gratefully acknowledges those professors of the State University of New York, College at Brockport, who aided in this research, especially Dr. Arthur Smith, Dr. Jack Dudley, and Dr. Robert Ribble.

Deepest appreciation is extended to Dr. Gerald Begy, of the State University of New York, College at Brockport, for it was through his continued encouragement and generous giving of time and advice this study was made possible.

Appreciation is expressed to all the parents who participated in this study.

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Chapter I

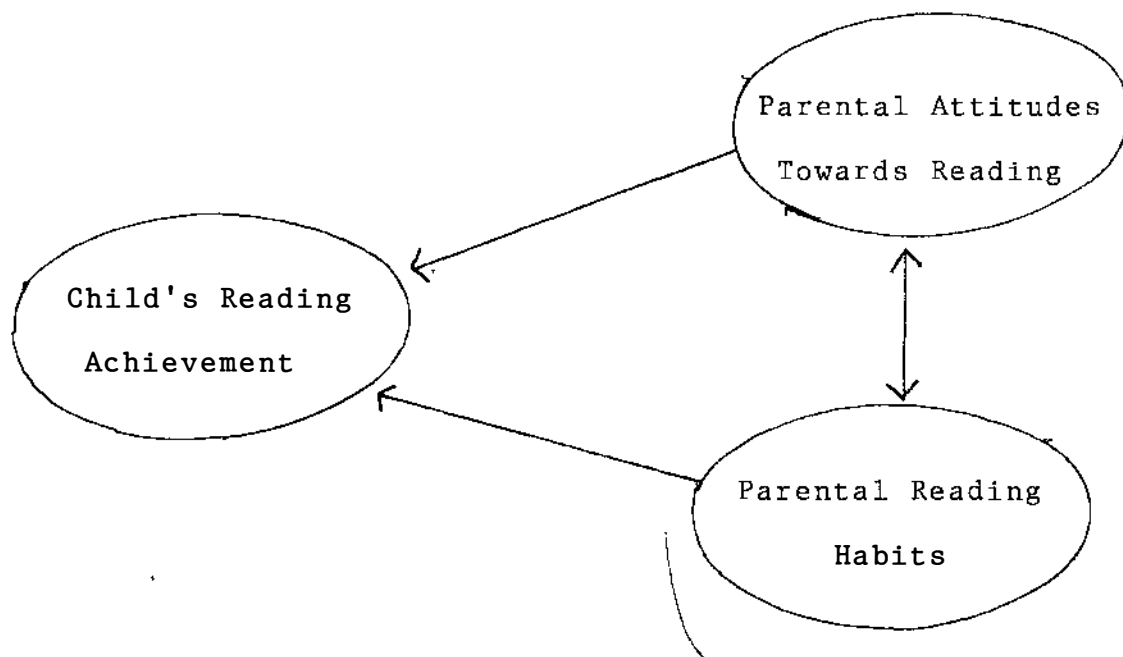
Statement of the Problem

"Learning to Read" has been considered by teachers, parents and the general public to be the most important educational objective for children (Silvern, 1985). Bruno Bettelheim and other researchers have made estimates that at least one-half of all that is learned has been assimilated by the age of four (Bettelheim, 1971). In light of this information, parents and teachers need to become increasingly aware of the parent's role as the primary teacher of the child. Much research has been done in the area of parental involvement and role as it relates to their children's success in reading. Areas of concentration have included: the home reading environment; parent and home influences; parent reading habits; parent attitudes and beliefs; and parental aspirations, expectations, and values; each in light of the ways they influence learning and performance levels of their children's reading.

The research indicates that what we do as parents makes a considerable difference in what happens to children.

This study will investigate how parental reading habits and parental attitudes towards reading affect their children's reading achievement. This study will also explore how parental attitudes towards reading compare to their actual reading habits (see Figure One).

Figure One



Purpose

The purpose of this study was to investigate the relationships among children's reading achievement, parental attitudes towards reading, and parental reading habits. Students enrolled in grades three, four, five,

and six of a suburban parochial school in Western New York State and their parents constituted the subjects of this study.

The questions to be answered were:

1. Does a strong relationship ($r^2 \geq .50$) exist between parental reading habits and their child's reading achievement?
2. Does a strong relationship ($r^2 \geq .50$) exist between parental attitudes towards reading and their child's reading achievement?
3. Does a strong relationship ($r^2 \geq .50$) exist between parental attitudes towards reading and parental reading habits?

Need for the Study

In the past there has been a great deal of research conducted in the area of parent involvement and reading achievement. Research seems to be supportive when comparing parental reading habits with their children's reading achievement. Parental attitudes towards child rearing practices has been correlated with reading achievement, but parental attitudes towards reading itself has not been extensively explored. A need exists to examine the relationships among children's reading achievement, parental attitudes towards reading, and parental reading habits.

Definition of Terms

Terms used in this study are defined as follows:

Habit - something a person does with regularity.

Attitude - one's feelings towards something.

Limitations of the Study

The subjects for this study consisted of fifty-seven students enrolled in a suburban parochial school in Western New York State and their parents. Results may have varied with subjects enrolled in a public school or with a larger sample.

Students were enrolled in third, fourth, fifth and sixth grades. Results may have varied if a different age group had been studied.

This study was limited to the items represented on the two instruments.

Summary

This study was an investigation of the relationship among children's reading achievement, parental attitudes towards reading, and parental reading habits. The first question to be answered was; Does a strong relationship ($r^2 \cong .50$) exist between parental reading habits and their child's reading achievement?

A second question to be answered was; Does a strong relationship ($r^2 \geq .50$) exist between parental attitudes towards reading and their child's reading achievement?

A third question to be answered was; Does a strong relationship ($r^2 \geq .50$) exist between parental attitudes towards reading and and parental reading habits?

Chapter II

Review of the Literature

Introduction

The fact that parents can and do affect their child's reading achievement has been generally accepted. Much work has been devoted to home environmental factors as they relate to and influence learning and performance levels of reading. The purpose of this review was to reveal the findings of recent research relating parental involvement to children's reading achievement. Specific areas of concentration shall include: the home reading environment; parent and home influences; parental aspirations, expectations and values; parental attitudes and beliefs; and parental reading habits; each in light of the ways they have been shown to influence learning and performance levels of their children's reading.

The Home Reading Environment

One of the most repeated research finding correlating the home environment with higher levels of achievement and more positive attitudes towards reading was the availability of print present in the home. In this case "print" is used to describe any printed materials found in the home, such as newspapers, magazines, books, and the

like. In a study conducted to find the influence of the home literary environment on the child's independent reading attitude, one of the major conclusions was that voluntary readers come from homes in which there was a supportive 'literary environment,' as indicated by the availability of books in the home (Hansen, 1969). It was further noted that exposure of reading materials in the home is related to proficiency in reading, and that parents of early readers tended to purchase reading materials and took their children to the library frequently (Greaney, 1986).

Sheldon and Carrillo (1952) conducted a research study utilizing questionnaire techniques to find the relationships among parent and home characteristics and children's reading ability. They found that the number of books in the home seemed to be definitely related to the reading ability of the child and that as the home library increased, the percent of good readers increased, and the percentage of average and poor readers decreased. Parents of good readers tend to buy more trade books (e.g. books relating to crafts, how to, sports, and children's special interests) and educational books (described as literature, biography, history, science, and workbooks) than parents of poorer readers (Shields, Gordon, and Dupree, 1983). Other researchers have concluded similarly. Morrow (1983)

found that high interest children (children who were highly interested in reading and reading related activities) were more likely to come from homes where more children's books were found in all parts of the house. Shea and Hanes (1977) state that one of the best predictors of achievement was materials for learning available in the home. Teale (1978) contends that a variety of types of written language available in the home is important to reading success.

Research has indicated that the availability of print in the home may have a powerful, positive effect on the child's reading attitude and achievement. The number of books, variety of material, and placement and accessibility of the material seemed to all be important factors. It is worth noting here that the ownership of books is not really necessary. Many of the subjects used in these studies reported several trips to the library and the child's use of his/her own library card.

Parent and Home Influences

Another home environmental factor that has been researched is television viewing. Research linking television viewing to reading achievement is conflicting and unclear. Anbar (1985), who studied the reading acquisition of preschool children without systematic

instruction, reports that the parents of these early readers made much use of the "Sesame Street" television program. These parents tended to attribute much of their children's early reading success to the viewing of the program. It is interesting to note that 100 percent of the subjects (N=6) reported using the program. Teale (1978), in a study on positive environments for learning to read, cites an earlier study by Krippner (1963) in which a boy learned to read at the age of eighteen months. This earlier success was attributed to television viewing. The child, while looking at a bottle of medicine, said "V-I-C-K-S spells Vicks." A longitudinal study on some factors associated with reading ability found little practical significance between television viewing at age nine and reading score at age nine (Williams and Silva, 1985). An additional study found no significant relationships between the amount of television viewing and reading achievement at the second grade level, and a negative relationship at the sixth grade level (Roberts, Bachen, Hornby, and Hernandez-Ramos, 1984). Morrow (1983) found that children who were highly interested in literature were more likely to have parents who enforced television viewing rules (81.8%), and that children in the high interest group watched less television than children in the low interest group (54.5%

of their parents enforced viewing rules).

The research is confusing to say the least. Why would one researcher come up with results that directly conflict another researcher? Perhaps the element of age of the children doing the viewing should be studied more closely. It may be possible that for the early learner, television plays an important role in language development, which could be directly related to reading readiness and beginning reading. On the other hand, a child who is much older and has conquered the elements of language and has mastered the beginning stages of reading, may be spending too much time watching television, and therefore, not leaving enough time for recreational reading and the direct practicing of reading skills.

Other parent and home influences have been explored. Reading to the child is one of the best-known practices for parents that can directly influence positive attitudes towards reading and reading achievement. Greaney (1986) states that when a parent reads to a child this can stimulate imagination and help the child understand written words long before they recognize them. It seems also evident that home influences, in terms of the parental value attached to reading as a way of learning and as an activity, can strongly influence the acquisition of reading skills (Roberts et al., 1984). Further

investigation shows that it is not only reading to children that will increase reading achievement, but also the way in which you read to your child. Gordon (1976) contends that when parents read to their children this seems to be positive. He takes this a step further and explains that one can read to a child in a way that could make him/her never want to read again or in a way that could make him/her climb back into your lap and beg for more. Teale (1978) cites an earlier study by Smith (1977) which implies that reading and responding to environmental print is the basic way by which children come to realize the function of written language. Teale (1978) believes that reading sensitizes children to the structure and nature of written language, and listening to stories provides an avenue by which the child can construct a 'story grammar.' Teale goes on to explain that understanding the function of written language is facilitated when the variety of printed materials is accompanied by interpretation, and that parents should be available and willing to help with reading when needed. Miller (1969) has found that an active maternal teaching style (one in which the mother gave specific instructions and explanations where needed) was related to a higher intelligence quotient of her child, and a passive maternal

teaching style was related to a lower intelligence quotient.

Asking questions after reading to children has also been shown to contribute to improved language use in a decontextualized way (Snow, 1983). Teaching children the 'ways of taking' from books has proven to be yet another factor to consider when reading stories to children (Heath, 1982). Heath (1982) describes 'ways of taking' as the means of making sense from books and relating their contents to personal knowledge about the world. Reading to children is something that should be seriously considered by all parents. Shields, Gordon, and Dupree (1983) found, when comparing good readers to poor readers, that more good readers than poor readers reported practicing reading at home, and again it is assumed that the influence of this came from the parents. Anbar (1985), in her study on early readers, found that the parents of her subjects spent a great deal of time with these children on reading related activities. Landsberger (1973), also in a study of early learners, found that the parents are very important educators and the home is the environment where much learning takes place. Teale (1978) observes that another contributing factor in parent and home influences was the availability of paper and pencil at an early age. It is assumed that interest in reading very often develops from a prior interest in writing.

Parental Aspirations, Expectations, and Values

A parent's educational expectations and aspirations for his/her child has also been correlated with reading achievement. A longitudinal study on factors associated with reading ability found that the mother's expectations of the child's progress was a good predictor of reading achievement (the correlation between mother's expectation and cognitive ability score was $r = 0.41$; with reading score at age seven was $r = 0.33$; and with reading score at age nine was $r = 0.35$) (Williams and Silva, 1985). Parental aspirations, expectations and values all play an important role in the development of achievement motivation (Wingfield and Asher, 1983). In this study on social and motivational influences on reading, achievement motivation was defined as the motivational processes thought to be most important for high achievement. Wingfield and Asher (1983) concluded that the value parents place on school success and the parents' involvement in achievement activities appear to be particularly important contributors to the development of children's achievement motivation. It should be noted here that achievement motivation seemed to have a direct link to success in reading achievement. Shields, Gordon, and Dupree (1983) found that recognition for effort

(e.g. gifts, praise, extra privileges, and outward displays of affection for good grades) appeared to be an important factor in reading achievement ($r = 0.35$). Silvern (1985) states that parents who made it explicit that they expected their children to learn to read and rewarded that achievement with praise and reading-related activities had children with higher achievement scores and more positive attitudes towards reading than parents who did not. He cautions, though, that children whose parents exerted excessive pressure for reading achievement and who punished them for not reading well, exhibited significantly less positive attitudes and lower achievement scores than children whose parents did not engage in these practices.

Parental Attitudes and Beliefs

Parental attitudes and beliefs have also been shown to affect children's reading achievement in some cases. Dunn (1981) found that parents' beliefs regarding their teaching roles were powerful predictors of children's achievement scores. When mothers felt that it was their job to teach initial academic skills (e.g. letters and numbers of pre-school children), their children did in fact score higher on a verbal ($r = 0.41$, $p < .01$) and math ($r = 0.32$, $p < .05$) skills checklists. Della-Piana,

Stahmann and Allen (1966) found that parents' positive attitudes towards child rearing (as measured by the Parental Attitude Research Instrument, PARI) correlated significantly ($r = .42$) with their children's silent reading comprehension. In another study of parental attitudes towards child rearing and reading, results indicate low, but significant correlations between parent attitude scores, verbal intelligence, and reading achievement (Harmer, 1978). McKinley (1958) studied the relationship of maternal child rearing attitudes and their children's reading achievement. He concluded that maternal child rearing attitudes were not a determining factor in the child's success or failure in reading. The research on parental attitudes towards child rearing is conflicting and unclear. Dunn (1981) and Della-Piana, Stahmann, and Allen (1966) found that positive parental attitudes correlated significantly with reading achievement. Harmer (1978) found significant, but somewhat low, correlations between the two. McKinley (1958) found that maternal attitudes were not a determining factor in the child's success or failure in reading.

Parental Reading Habits

The parent's own personal reading habits as they relate to their children's reading achievement has also

been researched. Dix (1976) conducted a study to determine if reading habits of parents influenced the reading performance of their children. Her finding showed that parents of good readers presented good reading models and were themselves successful readers. Hansen (1969) concludes that when parents themselves read and model the reading process, their children have more positive attitudes towards reading and higher achievement scores than children whose parents do not read. Morrow (1983) found that children who learn to read early and develop the habit of leisure reading tend to have parents who themselves read.

Summary

A great deal of research has been conducted in the area of parent involvement and reading achievement. This chapter has reviewed the following areas of concentration: the home reading environment; parent and home influences; parental aspirations, expectations and values; parental attitudes and beliefs; and parental reading habits; each in light of the ways they have been shown to influence learning and performance levels of their children's reading. Although this is not an exhaustive list of areas studied, it does provide the reader with sufficient information to suggest that the parent is an important educator of the child.

Many parent and home influences have been demonstrated to have an effect on their children's achievement. Research seems to be supportive when comparing parental reading habits to their children's reading achievement. Parental attitudes towards child rearing practices has been correlated with reading achievement, but parental attitudes towards reading itself has not been extensively explored. A need exists to examine the relationships among children's reading achievement, parental attitudes towards reading, and parental reading habits.

Chapter III

Design of the Study

Purpose

The purpose of this study was to investigate the relationships among children's reading achievement, parental attitudes towards reading, and parental reading habits.

Hypotheses

The following null hypotheses were investigated:

There will be no statistically significant correlation between parental reading habits and their child's reading achievement.

There will be no statistically significant correlation between parental attitudes towards reading and their child's reading achievement.

There will be no statistically significant correlation between parental attitudes towards reading and parental reading habits.

Methodology

Subjects

The sample selected for this study consisted of sixty-seven students from a suburban parochial school in

Western New York State. Twenty-one students were from the third grade, eighteen from the fourth, sixteen from the fifth, and twelve students were from the sixth grade. One student did not take the Stanford Achievement Tests and was eliminated, resulting in sixty-six targeted students. Fifty-seven students' parents returned their questionnaires resulting in an eighty-five percent response.

Because of siblings among the four grades, a total of sixty-seven students from fifty-three families was the targeted sample. Forty-six of the fifty-three families returned their questionnaires resulting in an eighty-seven percent family response. The questionnaire provided space for both mothers' and fathers' responses. Ninety-eight percent of mothers responded, while eighty-three percent of fathers responded. Families were predominately white, middle class families living in a suburban area.

Instruments

Reading scores were taken from each student's 1987 Stanford Achievement Test results as a measure of each child's reading achievement.

An adaptation of Estes' Reading Attitude Scale was used as a measure of parental attitudes towards reading.

A researcher designed Survey of Reading Habits Questionnaire was used as a measure of parental reading habits.

Procedures

The first step was to develop two questionnaires. One was devised to measure parental attitudes towards reading, the other to measure parental reading habits.

Thomas H. Estes developed a scale to measure attitudes towards reading in 1971. A validation study of the scale was done in 1974 by Dulin and Chester and it was found that the Estes' Attitude Scale was a very powerful instrument for the measure of levels of positive attitudes towards books and reading. The scale was written for use with school-age children so the task of this examiner was to revise statements on the scale to appropriate it for the adult reader. Wording was changed, some statements were removed, and some were added resulting in twenty-three statements to respond to. The same type of procedure was used to develop the parental reading habits survey questionnaire, and twenty-three statements also resulted.

The next step was to have graduate reading students from a seminar course at the State University College at Brockport review the questionnaires for possible changes

in wording and elimination or addition of items. The result was two twenty-item questionnaires, one to measure parental attitudes towards reading, and the other to measure parental reading habits. The forms included a five-point response to each item ranging from strongly agree to strongly disagree and had space provided for both mothers' and fathers' responses.

Once the revisions were complete, the examiner sent the questionnaires home to parents of all students enrolled in grades three through six of a suburban parochial school in Western New York State.

Upon return, the questionnaires were coded to facilitate matching with reading scores achieved by each student on the Stanford Achievement Tests, administered by the school in March of 1987.

Statistical Analysis

A total score was obtained for each questionnaire by giving a weighted value to each response. Possible responses to each item were strongly agree, mildly agree, undecided, mildly disagree, and strongly disagree.

Parental reading attitude scores and parental reading habit scores were compared to their children's reading achievement scores using a Pearson Product - Moment Correlation.

Parental reading habit scores were compared to parental reading attitude scores using a Pearson Product Moment Correlation.

Chapter IV

Analysis of Data

Purpose

The purpose of this study was to investigate the relationships among children's reading achievement, parental attitudes towards reading, and parental reading habits.

Findings and Interpretations

This study was undertaken on a pool of forty-six families. Some of the subjects were from single parent families and in some cases fathers responded and mothers did not or mothers responded and fathers did not, consequently the sample size varied to a small degree from one statistical procedure to the next.

The relationship between the mother's reading habit and her child's reading score in stanines was weak. The coefficient of determination was $r^2 = .14$ (see Table 1). This means that only 14% of the variation in the child's reading score in stanines was explained by the mother's reading habit score; 86% of the variation remained unexplained. This finding supports the contention of the experimental null hypothesis that there would be very little relationship between the mother's reading habit and the child's reading achievement.

Table 1

Mother's Raw Scores on Parental Reading Habit Survey
and Child's Reading Score in Ştanineş on Stanford
Achievement Test

<u>Ss</u>	<u>Mother's Reading Habit Survey</u>	<u>Child's Reading Scores in Stanines</u>
1	85	5
2	95	6
3	80	9
4	96	7
5	68	3
6	95	7
7	74	6
8	52	6
9	59	4
10	83	4
11	86	7
12	59	4
13	78	2
14	82	4
15	76	9
16	73	5
17	73	4
18	87	5
19	82	6
20	91	7
21	94	7
22	96	7
23	70	6
24	94	7
25	42	4
26	71	7
27	83	6
28	96	5
29	77	8
30	95	9
31	69	6
32	32	5
33	81	7
34	76	6
35	54	6

Table 1 (continued)

<u>Ss</u>	<u>Mother's Reading Habit Survey</u>	<u>Child's Reading Scores in Stanines</u>
36	74	8
37	89	9
38	84	5
39	96	6
40	89	7
41	80	7
42	66	5
43	67	4
44	89	5

For variable #1

Mother's Reading Habit Survey

n = 44

mean = 78.205

variance = 223.748

standard deviation = 14.958

For variable #2

Child's Reading Score in Stanines

n = 44

mean = 5.955

variance = 2.696

standard deviation = 1.642

Pearson Product - Moment Correlation

Pearson r = .370
Degrees of Freedom = 42 (n-2)
Coefficient of Determination = .137

T Ratio = 2.579
Probability = .013 (one-tail)
Probability = .026 (two-tail)

=====

=====

The relationship between the father's reading habit score and his child's reading score in stanines was weak. The coefficient of determination was $r^2 = .07$ (see Table 2). This means that only 7% of the variation in the child's reading score in stanines was explained by the father's reading habit score; 93% of the variation remained unexplained. This finding supports the contention of the experimental null hypothesis that there would be very little relationship between the father's reading habit and the child's reading achievement.

Table 2

Father's Raw Scores on Parental Reading Habit Survey
and Child's Reading Score in Stanines on Stanford
Achievement Test

<u>Ss</u>	<u>Father's Reading Habit Survey</u>	<u>Child's Reading Scores in Stanines</u>
1	82	5
2	95	6
3	82	9
4	71	7
5	82	5
6	49	3
7	79	7
8	75	6
9	48	6
10	74	4
11	66	4
12	62	4
13	49	2
14	41	5
15	71	4
16	45	5
17	59	7
18	27	7
19	72	6
20	71	7
21	36	4
22	66	7
23	82	6
24	91	5
25	68	8
26	84	9
27	81	6
28	55	5
29	72	7
30	45	6
31	86	8
32	39	9
33	96	6
34	88	7

Table 2 (continued)

<u>Ss</u>	<u>Father's Reading Habit Survey</u>	<u>Child's Reading Scores in Stanines</u>
35	72	5
36	51	4
37	38	5
38	74	7

For variable #1

Father's Reading Habit Survey

n = 38

mean = 66.421

variance = 372.980

standard deviation = 18.110

For variable #2

Child's Reading Score in Stanines

n = 38

mean = 5.868

variance = 2.712

standard deviation = 1.647

Pearson Product - Moment Correlation

Pearson r = .266
Degrees of Freedom = 36 (n-2)
Coefficient of Determination = .071

T Ratio = 1.653
Probability = .103 (one-tail)
Probability = .207 (two-tail)

=====

=====

The relationship between the mother's reading attitude score and her child's reading score in stanines was weak. The coefficient of determination was $r^2 = .05$ (see Table 3). This means that only 5% of the variation in the child's reading score in stanines was explained by the mother's reading attitude score; 95% of the variation remained unexplained. This finding supports the contention of the experimental null hypothesis that there would be very little relationship between the mother's attitude towards reading and the child's reading achievement.

Table 3

Mother's Raw Scores on Parental Reading Attitude Survey (Adapted from Estes' Attitude Scale) and Child's Reading Score in Stanines on Stanford Achievement Test

<u>Ss</u>	<u>Mother's Reading Attitude Survey</u>	<u>Child's Reading Scores in Stanines</u>
1	98	5
2	93	6
3	95	9
4	97	7
5	99	3
6	94	7
7	91	6
8	52	6
9	70	4
10	70	4
11	91	7
12	93	4
13	98	2
14	92	4
15	84	9
16	75	5
17	77	4
18	96	5
19	94	6
20	93	7
21	90	7
22	90	7
23	75	6
24	96	7
25	84	4
26	90	7
27	92	6
28	96	5
29	94	8
30	97	9
31	99	6
32	75	5
33	89	7
34	78	6
35	87	6

Table 3 (continued)

<u>Ss</u>	<u>Mother's Reading Attitude Survey</u>	<u>Child's Reading Scores in Stanines</u>
36	85	8
37	99	9
38	91	5
39	98	6
40	95	7
41	94	7
42	90	5
43	91	4
44	82	5
45	92	7

For variable #1

Mother's Reading Attitude Survey

n = 45

mean = 89.333

variance = 70.409

standard deviation = 8.391

For variable #2

Child's Reading Score in Stanines

n = 45

mean = 5.978

variance = 2.659

standard deviation = 1.631

Pearson Product - Moment Correlation

Pearson r = .228
Degrees of Freedom = 43 (n-2)
Coefficient of Determination = .052

T Ratio = 1.536
Probability = .128 (one-tail)
Probability = .256 (two-tail)

=====

The relationship between the father's reading attitude score and his child's reading score in stanines was weak. The coefficient of determination was $r^2 = .01$ (see Table 4). This means that only 1% of the variation in the child's reading score in stanines was explained by the father's reading attitude score; 99% of the variation remained unexplained. This finding supports the contention of the experimental null hypothesis that there would be very little relationship between the father's attitude towards reading and the child's reading achievement.

Table 4

Father's Raw Scores on Parental Reading Attitude Survey (Adapted from Estes' Attitude Scale) and Child's Reading Score in Stanines on Stanford Achievement Test

<u>Ss</u>	<u>Father's Reading Attitude Survey</u>	<u>Child's Reading Scores in Stanines</u>
1	87	5
2	93	6
3	91	9
4	79	7
5	71	5
6	92	3
7	91	7
8	84	6
9	70	6
10	79	4
11	80	4
12	66	4
13	66	2
14	55	5
15	78	4
16	65	5
17	87	7
18	53	7
19	86	6
20	65	7
21	57	4
22	71	7
23	89	6
24	96	5
25	94	8
26	84	9
27	89	6
28	84	5
29	76	7
30	72	6
31	85	8
32	36	9
33	98	6
34	95	7

Table 4 (continued)

<u>Ss</u>	<u>Father's Reading Attitude Survey</u>	<u>Child's Reading Scores in Stanines</u>
35	74	5
36	66	4
37	54	5
38	86	7

For variable #1

Father's Reading Habit Survey

n = 38

mean = 77.474

variance = 206.364

standard deviation = 14.365

For variable #2

Child's Reading Score in Stanines

n = 38

mean = 5.868

variance = 2.712

standard deviation = 1.647

Pearson Product - Moment Correlation

Pearson r = .118
Degrees of Freedom = 36 (n-2)
Coefficient of Determination = .014

T Ratio = .714
Probability = .513 (one-tail)
Probability = .999 (two-tail)

=====

The relationship between the attitude of mothers towards reading and the actual reading habits of these mothers was weak. The coefficient of determination was $r^2 = .27$ (see Table 5). This means that only 27% of the variation in mothers' reading habits was explained by mothers' reading attitudes; 73% of the variation remained unexplained. This finding supports the contention of the experimental null hypothesis that there would be very little relationship between mothers' reading attitude and mothers' reading habit.

Table 5

Mother's Raw Scores on Parental Reading Habit Survey
and Parental Reading Attitude Survey (Adapted from Estes'
Attitude Scale)

<u>Ss</u>	<u>Mother's Reading Habit Survey</u>	<u>Mother's Reading Attitude Survey</u>
1	88	98
2	95	93
3	80	95
4	96	97
5	68	99
6	95	94
7	74	91
8	52	71
9	59	70
10	83	70
11	86	91
12	59	93
13	78	98
14	82	92
15	76	84
16	73	75
17	73	77
18	87	96
19	82	94
20	91	93
21	94	90
22	96	90
23	70	75
24	94	96
25	42	84
26	71	90
27	83	92
28	96	96
29	77	94
30	95	97
31	69	99
32	32	75
33	81	89
34	76	78
35	54	87

Table 5 (continued)

<u>Ss</u>	<u>Mother's Reading Habit Survey</u>	<u>Mother's Reading Attitude Survey</u>
36	74	85
37	89	99
38	84	91
39	96	98
40	89	95
41	80	94
42	66	90
43	67	91
44	89	82
45	76	92

For variable #1

Mother's Reading Habit Survey

n = 45

mean = 78.156

variance = 218.771

standard deviation = 14.791

For variable #2

Mother's Reading Attitude Survey

n = 45

mean = 89.333

variance = 70.409

standard deviation = 8.391

Pearson Product - Moment Correlation

Pearson r = .519
Degrees of Freedom = 43 (n-2)
Coefficient of Determination = .270

T Ratio = 3.984
Probability .001 (one-tail)

=====

The relationship between the attitude of fathers towards reading and the actual reading habits of these fathers was moderately strong. The coefficient of determination was $r^2 = .53$ (see Table 6). This means that 53% of the variation in fathers' reading habits was explained by fathers' reading attitudes; 47% of the variation remained unexplained. This finding runs contrary to the contention of the experimental null hypothesis that there would be very little relationship between fathers' reading attitude and fathers' reading habit.

Table 6

Father's Raw Scores on Parental Reading Habit Survey and Parental Reading Attitude Survey (Adapted from Estes' Attitude Scale)

<u>Ss</u>	<u>Father's Reading Habit Survey</u>	<u>Father's Reading Attitude Survey</u>
1	82	87
2	95	93
3	82	91
4	71	79
5	82	71
6	49	92
7	79	91
8	75	84
9	48	70
10	74	79
11	66	80
12	62	66
13	49	66
14	41	55
15	71	78
16	45	65
17	59	87
18	27	53
19	72	86
20	71	65
21	36	57
22	66	71
23	82	89
24	91	96
25	68	94
26	84	84
27	81	89
28	55	84
29	72	76
30	45	72
31	86	85
32	39	36
33	96	98
34	88	95

Table 6 (continued)

<u>Ss</u>	<u>Father's Reading Habit Survey</u>	<u>Father's Reading Attitudes Survey</u>
35	72	74
36	51	66
37	38	54
38	74	86

For variable #1

Father's Reading Habit Survey

n = 38

mean = 66.4211

variance = 327.9801

standard deviation = 18.1102

For variable #2

Father's Reading Attitude Survey

n = 38

mean = 76.6842

variance = 229.1949

standard deviation = 15.1392

Pearson Product - Moment Correlation

Pearson r = .7326
Degrees of Freedom = 36 (n-2)
Coefficient of Determination = .5329

Summary

The relationship between the mother's reading habit score and her child's reading score in stanines was weak. The coefficient of determination was $r^2 = .14$. The relationship between the father's reading habit score and his child's reading score in stanines was weak. The coefficient of determination was $r^2 = .07$. The results demonstrated that a significant correlation did not exist between parental reading habits and their child's reading achievement.

The relationship between the mother's reading attitude score and her child's reading score in stanines was weak. The coefficient of determination was $r^2 = .05$. The relationship between the father's reading attitude score and his child's reading score in stanines was weak. The coefficient of determination was $r^2 = .01$. The results demonstrated that a significant correlation did not exist between parental attitudes towards reading and their child's reading achievement.

The relationship between the attitude of mothers towards reading and the actual reading habits of these mothers was weak. The coefficient of determination was $r^2 = .27$. The results demonstrated that a significant correlation did not exist between mothers' attitudes towards reading and mothers' reading habits.

The relationship between the attitude of fathers towards reading and the actual reading habits of these fathers was moderately strong. The coefficient of determination was $r^2 = .53$. The results demonstrated that a significant correlation did exist between fathers' attitudes towards reading and fathers' reading habits.

Chapter V

Conclusions and Implications

Purpose

The purpose of this study was to investigate the relationships among children's reading achievement, parental attitudes towards reading, and parental reading habits.

Conclusions

The results of this investigation demonstrated that a significant correlation did not exist between parental reading habits and their child's reading achievement. The results also revealed that a significant correlation did not exist between parental attitudes towards reading and their child's reading achievement.

The results of this investigation also demonstrated that a significant correlation did not exist between mothers' attitudes towards reading and mothers' actual reading habits. A significant correlation did exist between fathers' attitudes towards reading and fathers' actual reading habits.

Implications for Research

In the past, much research has been done in the area of parent involvement and reading achievement. Past

research seems to be supportive when comparing parental reading habits to their children's reading achievement. This study did not find such a correlation. Future research may be valuable to evaluate and describe the exact nature of the relationship between parental reading habits and children's reading achievement.

Parental attitudes towards child rearing practices has been correlated with reading achievement in the past, but parental attitudes towards reading itself has not been extensively explored. This study attempted to explore the relationship between parental attitudes towards reading and children's reading achievement. Since many other researchers have suggested that various parent and home influences have affected children's reading achievement, it might prove valuable to explore more deeply the relationship between parental attitudes towards reading and children's reading achievement.

Past instruments have been developed to measure attitudes towards reading and reading habits, but the majority of these have been developed for use with children and adolescents. Effective research instruments designed to measure attitudes towards reading and reading habits of the adult might be developed. Validation studies on such instruments would also be indicated.

Through the use of refined measurement instruments this study could be replicated, possibly on a larger scale, to explore more closely the relationships among children's reading achievement, parental attitudes towards reading, and parental reading habits.

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Parental Reading Attitude Survey

Place an X under the column that most accurately describes your agreement or disagreement that a statement reflects your view or lifestyle.

	mother					father				
	strongly agree	mildly agree	undecided	mildly disagree	strongly disagree	strongly agree	mildly agree	undecided	mildly disagree	strongly disagree
1. Money spent on books is money well spent.										
2. Reading is for learning but not for enjoyment.										
3. There is nothing to be gained from reading books.										
4. Books usually do not hold my interest.										
5. Reading is a good way to spend spare time.										
6. Discussing books with friends is a waste of time.										
7. Reading is relaxing.										
8. Books aren't usually interesting enough to finish.										
9. Reading is rewarding to me.										
10. Reading becomes tedious after about one hour.										
11. Recreational reading doesn't teach anything.										
12. There should be more time for recreational reading during the day.										
13. There are many books which I hope to read.										
14. Reading is something I can do without.										
15. A certain amount of vacation time from work should be set aside for reading.										
16. Books make good presents.										
17. I regret that I didn't learn more about reading.										
18. I really enjoy reading.										
19. Reading is an essential skill.										
20. Reading is the most important subject taught in the schools.										

* Adapted from, Estes Attitude Scale, Journal of Reading, November, 1971.