

EAGER TO READ: PARENTS AND CHILDREN'S
MOTIVATION FOR READING

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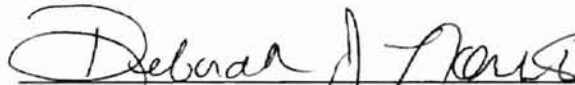
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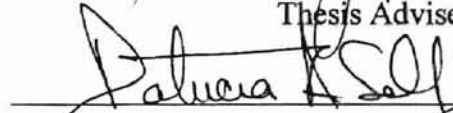
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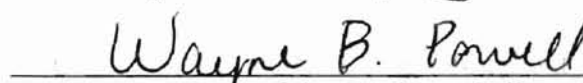
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CHAPTER I

INTRODUCTION

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Significance of the Problem iv

Reading needs to be a valued goal and should be perceived as achievable by young children. In order to accomplish this, there is a need to focus on what the child brings into the equation. If motivation is a key influence on ability to read, there is a need to accurately assess it and determine which factors in a child's life contribute to the development of young children's reading motivation. The present study attempts to illustrate that young children's motivation to read has a direct association with young children's ability to read and adds to recent research by examining the relationships between parental involvement, parental beliefs, parental literacy, and children's motivation to read.

Past research has been proficient in identifying factors that play major roles in the development of young children's reading abilities (Baker, Scher, & Mackler, 1997; Briggs & Richardson, 1993; Hiebert, 1980; Morrow, 1989). For example, *exposure to print* through books or magazines provides young children the opportunity to expand their ideas and their knowledge of the function and form of print (Miller, 1996). *Environmental print* (e.g., street signs, billboards, food labels, etc.) provides functional experiences for young children in which they make connections between the print and the

meaning of the print (Mason, 1980; Masonheimer, Drum, & Ehri, 1984; Vukelich, 1994). *Home and family factors* influence literacy and language development through interpersonal interaction, physical environment, and emotional and motivational climate (DeBaryshe, 1992; Morrow, 1989).

Parental involvement has been shown to be a key factor in the development of children's reading abilities (Allison & Watson, 1994; Bush, 1983; Miller, 1996; Morrow, 1989; Vukelich, 1984). This involvement has been defined as "any interaction between a parent and child that may contribute to the child's development or to direct parent participation with a child's school in the interest of the child" (Reynolds, 1992, p. 441). Parent-child reading interactions have repeatedly been associated with positive reading outcomes, as well as with many parent-child conversations and frequent positive modeling of reading (Morrow, 1989). Some aspects of parental involvement are not as directly interactive and occur naturally. It is commonly known that children learn a great deal about reading by observing others because a large part of our home activities and environment consist of reading and print (Vukelich, 1994). It is apparent that parental factors play an important role in the development of young children's reading abilities; however, research has not focused extensively on the association between different parental factors and young children's motivation to read.

Research studies have, however, looked directly at young children's motivation to read and its association with children's ability to read (Klesius, Laframboise, & Gaier, 1998; Wigfield, 1997). Research results have shown that motivation to read has some influence on (a) the amount and breadth of children's reading (Guthrie et al., 1996; Wigfield & Guthrie, 1997) and (b) literacy engagement (Guthrie et al., 1996; Pressley,

Harris, & Guthrie, 1992).

Wigfield (1997) has explained two ways in which young children's motivation develops across time throughout school, but an important issue is to determine where young children's motivation to read *originates*. Research has shown that young children's motivation to read is influenced by factors such as (a) classroom context, (b) children's personal levels of intrinsic and extrinsic motivation, and (c) home and family influences, including proximal parental involvement with the child and parental reading beliefs (Baker et al., 1997; Downing & Leong, 1982; Turner, 1995). Home and family influences begin the development of reading motivation before a child enters school, and this is important because parents have been found to have a great influence on their children's literacy development (Allison & Watson, 1994; Bush, 1983; Miller, 1996; Morrow, 1989; Vukelich, 1984). The present study was based on the assumption that children's ability to read is influenced by children's motivation to read. In addition, proximal parental involvement, parental reading beliefs, and parental literacy practices have been thought to contribute to children's ability to read and motivation to read.

Theoretical Framework

The following section explains the theoretical framework that provides the basis for the current research study. Social cognitive theory supports children's modeling of parental literacy behaviors concurrently with continuous and reciprocal interaction within the child's literacy environment. By observing and encoding literacy strategies, a child develops a motivation for literacy in which he/she creates his/her own rules and goals for literacy. A thorough discussion of the theoretical framework is provided.

Social Cognitive Theory

Interpretation of the area of literacy research. Social cognitive theory (SCT) supports the development of literacy skills as a result of a continuous reciprocal interaction between the child and his/her environment (Bandura, 1986). Children commonly use observational learning to acquire literacy skills by attending carefully to the reading behaviors of parental figures, encoding those behaviors, and storing that information in order to facilitate their own attempts to read later. Reinforcement for learning literacy skills is not necessary but is helpful for self-regulation. After children have observed the behaviors that lead to the reinforcement of literacy, they use that information to help them create their own rules for literacy, to evaluate their reading performance, and to set their own goals in reading.

Worldviews. According to Bandura (1986), while SCT clearly supports an active organism, a passive organism's view is implied by the tenet that biological characteristics and makeup constrain children. According to SCT, component behaviors (elementalism) such as parental involvement, parental reading beliefs, parental literacy practices, and methods of instruction are more important than wholistic behaviors. Similarly, internal and external motivation are supported as equally important to the development of literacy.

SCT clearly supports multidirectional development in that there is no universal goal or endpoint to development. Finally, quantitative change is prominent within SCT. The child develops by a multitude of short-term changes without movement from one stage to another.

What develops. According to SCT and related literacy research, a major developmental milestone is the skilled ability and motivation to learn how to read by observing parental literacy practices and listening to parental figures. Research has indicated that the development of reading ability results from social and family environments (Metsala, 1996). SCT argues that through these influential environments and the development of attention, retention, production, and motivation, children acquire the necessary abilities that lead to the development of emergent reading levels (Bandura, 1986). Basic improvements develop through maturation which lead children to eventually develop control over their own reading behaviors, feelings, and thoughts in regard to literacy, and acquire a standard by which they may evaluate their reading behaviors.

Conceptual Definition of Terms

Children's Motivation to Read

Three major characteristics of *motivation* include: 1) self-efficacy perceptions, 2) outcome expectations, and 3) causal attributions or beliefs. Therefore young children's motivation to read is determined by (a) how a child perceives his/her capability to perform a reading task (Bandura, 1986), (b) the expectation that his/her reading behavior will lead to the desired outcome (Rotter, Chance, & Phares, 1972), and (c) the belief that the amount of effort will lead to reading success or failure (Weiner, 1979). *Self-concept* as a reader and the *value of reading*, as measured by the Motivation to Read Survey, have been identified as major determinants of children's motivation to read and will be the motivational concepts under investigation (Gambrell, Palmer, Codling, & Mazzoni, 1996). *Self-concept* falls under the motivational characteristic of self-efficacy perceptions and is defined as "students' self-perceived competence in reading and self-perceived

performance relative to peers” (p. 3). *Value of reading* falls under the motivational characteristic of outcome expectations (expectancy-value) and is defined as “the value students place on reading tasks and activities, particularly in terms of frequency of engagement and reading-related activities” (Gambrell et al., 1996, p. 3).

It is important to note that many research studies have referred to children’s *interest* in reading as comparable to children’s *motivation* for reading. Several studies have measured children’s interest in reading by asking parents their opinions on how their child feels about reading (DeBaryshe & Binder, 1994; DeBaryshe, 1995; McCormick & Mason, 1986). The current study will utilize a specific instrument to assess young children’s *motivation* to read by directly interviewing the children and questioning their attitudes about reading. Reviewed literature that refers to children’s interest in reading is not to be misconstrued as children’s motivation to read. It is understood for the current study that *interest* in reading and *motivation* in reading are separately defined terms.

Children’s Ability to Read

Children’s *ability* to read has been commonly defined as the amount of knowledge that a child has about the (a) meaning of printed symbols, (b) the alphabet and its functions, and (c) the conventions of print (Reid, Hresko, & Hammill, 1989).

Parental Involvement (Proximal and Distal)

Parental involvement can be defined as being either proximal or distal. Proximal involvement refers to direct one-on-one interaction with the child. Distal involvement refers to no direct parent-child interaction, however, the child may observe the behavior of the parent.

Parental involvement, as defined by Vukelich (1984), consists of supporting a child's literacy development by (a) providing exposure to print through books or other reading materials (proximal or distal), (b) reading to the child (proximal), (c) providing contact with paper and pencils (proximal or distal), (d) being a good literate model (distal), (e) providing a positive attitude toward reading (proximal or distal), (f) involving the child in activities that stimulate an interest in reading (e.g., going to the library) (proximal), and (g) communicating with the child (proximal). For this research study, parental involvement that refers to direct interactions with the child has been defined as *proximal parental involvement*.

Parental Literacy Practices

Parental literacy has been defined as the parents' "level of comfort and interest in reading" (DeBaryshe, 1995, p. 5). For this research study, parental literacy practices will refer to the parents' personal reading behaviors or any literacy-related behaviors that do not involve direct parent-child interaction that a child may observe and/or model (distal parental involvement). Proximal parental involvement and parental literacy practices will be measured as indicators of young children's motivation to read. The frequently used term "parents" throughout this study will refer to the child's primary caretakers.

Parental Reading Beliefs

A parental influence that has been associated with children's interest in reading is *parental beliefs* (attitudes) about reading (DeBaryshe, 1995). In addition, Baker et al. (1997) have illustrated that "the beliefs held by children's parents about the purposes of reading and how children learn to read are related to children's motivations for reading"

(p. 77). These beliefs are commonly defined as (a) “views on the parents’ role as teachers of school-related skills”, (b) “positive affect associated with reading”, (c) “the value placed on children’s active verbal participation when reading aloud”, (d) “the appropriateness of direct reading instruction”, (e) “whether children acquire moral orientations or practical knowledge from books”, (f) “whether limited resources are an obstacle to reading”, and (g) “the malleability of language development” (DeBaryshe, 1995, p. 6).

CHAPTER II

REVIEW OF LITERATURE

Introduction

The goal of this research was to examine parental factors in relationship to young children's motivation and ability to read from a social cognitive perspective. Children's motivation to read has been the center of many studies to determine (a) the extent to which motivation to read influences different aspects of children's literacy abilities and (b) which factors in a child's life promote a higher motivation for reading (Gambrell, Codling, & Palmer, 1996; Guthrie et al., 1996; Turner, 1995; Wigfield, 1997; Wigfield & Guthrie, 1997; Wigfield, Wilde, Baker, Fernandez-Fein, & Scher, 1996). Likewise, much research has been conducted regarding several aspects of parental involvement and their relationships with the development of children's literacy and motivation for reading (Baker et al., 1997; DeBaryshe, 1995; DeBaryshe & Binder, 1994; Fitton & Gredler, 1996; Macleod, 1996; Metsala, 1996; Miller, 1996; Tizard, Schofield, & Hewison, 1982). Factors of parental involvement have included parent-child reading interactions and parental reading beliefs and reading instruction.

The following literature review includes the research that has looked directly at the development of young children's motivation to read and its association with young children's ability to read. Discussion of research findings also involved aspects of

parental involvement (proximal parental involvement, parental reading beliefs, parental literacy practices) and their associations with the development of children's motivation and ability to read.

Research has found that children who have more positive motivations or interest toward reading are more likely to have higher levels of reading achievement (Wigfield et al., 1996; Wigfield & Guthrie, 1997). The amount of reading a child engages in and his/her reading achievement may possibly be mediated by the child's motivation for reading (Wigfield & Guthrie, 1997).

Children's motivation for reading relies heavily on several factors such as the child's personal responses to various types of text, the context of the child's classroom, and home influences which include the quality of literacy experiences with parents (Wigfield & Guthrie, 1997). Parent-child interactions and conversations involving literacy, as well as early opportunities to experience storybook reading with a parent who illustrates reading as pleasurable, lead to more positive attitudes and dispositions for a child to read (DeBaryshe, 1995; Baker et al., 1997). "The role of parents or major caregivers is crucial in facilitating, supporting and extending young children's literacy development" (Miller, 1996, p. 36).

Proximal parental involvement has commonly been found to have an effect on children's ability to read (Bush, 1983; Goddard, 1988; Hewison & Tizard, 1980; Miller, 1996; Scarborough, Dobrich, & Hager, 1991; Stevenson & Fredman, 1990). Direct parent-child involvement including activities such as (a) shared book reading with the child, (b) taking trips to the library, and (c) communicating with the child have also been associated with higher levels of children's motivation to read (Baker et al., 1997).

Influences that have been found to have an effect on proximal parent-child interactions are parental reading beliefs. Parental reading beliefs have been found to *predict* the types of learning activities parents engage in with their children (Metsala, 1996; Stipek, Milburn, Clements, & Daniels, 1992).

The emotional and motivational climate in the home partly consists of parental beliefs or attitudes toward literacy and parental aspirations for their children's literacy achievement (Morrow, 1989). By recognizing this, families can positively influence young children's literacy development. Research has provided evidence that proximal parental involvement, parental reading beliefs, and parental literacy practices are associated with children's literacy interest (DeBaryshe & Binder, 1994; DeBaryshe, 1995). In 1994, DeBaryshe and Binder conducted a research study that presented "one of the strongest links between parental attitudes and actions" (p. 1309). Results of this study and an additional study conducted by DeBaryshe in 1995 indicated that parental beliefs (attitudes) about reading were significantly associated with parental literacy practices, proximal parental involvement, and children's interest in reading. These results suggest that (a) there is a strong link between parental reading beliefs and parental behavior (proximal involvement and parental literacy practices) and (b) parental reading beliefs are a direct influence on children's interest in reading. From these findings, DeBaryshe (1995) stated that "parental beliefs appear to play a key role in the home reading process" (p. 19).

From the previous illustration it is to be noted that parental literacy practices did not exert a direct effect on children's interest in reading. Parental literacy only affected children's interest in reading *through* parental reading beliefs (DeBaryshe, 1995).

Research has not extensively investigated the area of parental literacy practices.

However, exhibited parental literacy behaviors are important factors to consider when researching the development of children's motivation and ability to read. Children learn a great deal of information by observing their literacy environments and modeling parental figures. This aspect of parental influence was noted as important in 1963 when Krippner reported that children attempt to model their parents' literacy behaviors. The current study attempted to find a direct link between parental literacy practices and first-grade students' motivation and ability to read.

To summarize, it is commonly believed that young children's motivation and ability to read have a direct association. Proximal parental involvement has been found to directly influence both ability and motivation to read. Parental reading beliefs affect young children's motivation and ability to read directly, but have also been shown to be the mediating factor between (a) proximal parental involvement and children's motivation to read and (b) parental literacy practices and children's motivation to read (DeBaryshe, 1995). The missing links that the current research attempted to identify were between (a) parental literacy practices and first-grade students' motivation to read and (b) parental literacy practices and first-grade students' ability to read.

Problem Statement

The purpose of this study was to examine the relationship between parental factors (proximal parental involvement, parental literacy practices, parental reading beliefs), first-grade students' motivation to read, and first-grade students' ability to read.

Conceptual Hypotheses

- There will be a significant positive relationship between first-grade students' level of motivation to read and ability to read.
- There will be a significant positive relationship between parental literacy practices and first-grade students' ability to read.
- There will be a significant positive relationship between proximal parental involvement and first-grade students' motivation to read.
- There will be a significant positive relationship between parental reading beliefs and first-grade students' motivation to read.
- There will be a significant positive relationship between parental literacy practices and first-grade students' motivation to read.

CHAPTER III

METHODOLOGY

Research Design

A cross-sectional regression research design was chosen as most appropriate for this study in that the strength and direction of the relationships between the identified variables were to be examined based on correlation coefficients. The cross-sectional design was utilized because 1) self-report questionnaires and face-to-face interviews were administered and 2) there were not any experimental versus control groups. The dependent variables were identified as first-grade students' motivation to read and first-grade students' ability to read. The three independent variables were (a) proximal parental involvement, (b) parental literacy practices, and (c) parental reading beliefs. The units of analysis for this study are the child and the parent.

Operational Hypotheses

This study empirically tested the following operational hypotheses:

1. First-grade students with stronger motivation to read will be more likely to have better reading ability.
2. Parents that engage in numerous literacy practices will be more likely to have first-grade children with stronger motivation to read.
3. Parents that engage in numerous literacy practices will be more likely to have first-

grade children with better reading ability.

4. Parents that engage in numerous proximal literacy experiences with their first-grade children will be more likely to have first-grade children with stronger motivation to read

5. Parents that have strong positive beliefs about reading will be more likely to have first-grade children with stronger motivation to read.

Sample and Procedure

Face-to-face interviews were administered to a convenience sample of 66 first-grade students from a small community in a mid-western state. The principal investigator contacted the school's principal to arrange for the data collection in the first-grade class. Written permission was obtained from the principal. Next, the investigator went to the school to (a) explain the research process to the principal and first-grade teachers, (b) distribute consent forms, letters to the parents explaining the research process, and two self-report parent questionnaires, and (c) answer any questions regarding the research project. Parents or guardians were required to sign the consent forms and return the parent self-report questionnaires before their child could participate in the study. The principal investigator returned to the school to collect consent forms and parent questionnaires and begin the face-to-face interviews with the first-grade students. Upon meeting with each participant, the investigator told her name to the child and asked if he/she would like to participate by looking at pictures and answering some questions about reading. Participation was completely voluntary and each child was free to not respond to any item. After receiving oral consent, each child was taken separately into a private room for interviewing in order to keep their attention.

Data from the first-grade class was collected only from the students whose parents or guardians had signed the consent form and returned the self-report questionnaires. Sixty-six out of a total of 104 first-grade students participated in the research study resulting in a response rate of 63%. The sample consisted of 35 (53%) males and 31 (47%) females ranging from 6 to 8 years of age (mean = 6 years, 11 months). The ethnic composition of the sample was predominantly Caucasian. Parent participants reported family form as follows: 33 (50%) two-parent families and 33 (50%) single-parent families. The majority (47%) of single-parent families were single-mother households (see Table 1).

Measurement

Instruments included one standardized test of reading ability and one survey of reading motivation administered orally to the first-grade students and two self-administered questionnaires that were completed by every parent of each child. A summary of the measures is provided in Table 2.

Motivation to Read

A 20-item Motivation to Read Survey (Gambrell et al., 1996) was administered to assess two dimensions of children's reading motivation by asking the children questions concerning their habits, attitudes, and beliefs about reading. *Self-concept* as a reader was assessed by eliciting information concerning the student's self-perceived competence in reading and self-perceived performance relative to peers. *Value-of-reading* was assessed by eliciting information about the value students placed on reading tasks and activities in terms of frequency of engagement and reading-related activities. The instrument was used as a Likert-type scale with response choices ranging from 1 = least motivation to 4 =

most motivation. The responses to the items on the subscales were summed and divided by the number of items in the scale resulting in a possible total score ranging from 1 (low motivation) to 4 (high motivation). Previously established internal consistency reliability (Cronbach's alpha) for the self-concept subscale was .75 and for the value-of-reading subscale was .82 (Gambrell et al., 1996). The current data yielded internal consistency reliability coefficients (Cronbach's alpha) of .72 for the overall scale.

Reading Ability

The 46-item Test of Early Reading Ability (TERA-2) (Reid et al., 1989) was administered to assess the first-grade students' early reading behaviors. The characteristics of the test include the construction of meaning from print, knowledge of the alphabet and its function, and conventions of written language. Previous research has yielded an internal consistency reliability (Cronbach's alpha) for seven-year-olds as .92 (Reid et al., 1989). A Cronbach's coefficient alpha of .91 was established for the instrument using the current data.

Proximal Parental Involvement and Parental Literacy Practices

The 68-item Home Activities Survey (DeBaryshe, Binder, & Buell, 1998) was used to assess parents' perceptions of their child's home literacy environment. Subscales of the instrument included: (a) proximal parental involvement and (b) parental literacy practices. The instrument was used as a Likert-type scale with responses ranging from 1 = "never/rarely" or "strongly dislike" to 7 = "daily" or "strongly enjoy." The scores on the items for each subscale were summed and divided by the number of items in the subscale, resulting in a range of scores from 1 (low proximal parental involvement or

parental literacy practices) to 7 (high proximal parental involvement or parental literacy practices). Total scores on each subscale for both parents were averaged and used as indicators of overall proximal parental involvement and overall parental literacy practices. Previously established reliability (Cronbach's alpha) for the Home Activities Survey was .91 (DeBaryshe et al., 1998). The current data yielded internal consistency reliability coefficients (Cronbach's alpha) of .86 for the proximal parental involvement subscale and .81 for the parental literacy practices subscale.

Parental Reading Beliefs

The 42-item Likert-type Parent Reading Belief Inventory (PRBI) (DeBaryshe & Binder, 1994) was used to assess the parents' views on what and how children learn from reading, their involvement in their child's literacy development, attitudes associated with reading out loud, and views on the instruction of literacy in public schools. The instrument consisted of seven subscales but an overall score was computed by averaging both parents' total scores and was used as an indicator of parental reading beliefs. Response choices on each subscale were: 1 = "strongly agree," 2 = "agree," 3 = "disagree," and 4 = "strongly disagree." The responses to the items for all of the subscales were summed and divided by the number of items in the instrument resulting in a range of 1 (low parental beliefs) to 4 (high parental beliefs). Previous established reliability (Cronbach's alpha) was .79 for the entire instrument (DeBaryshe & Binder, 1994). The current data yielded an internal consistency reliability coefficient (Cronbach's alpha) of .75.

Data Analyses

The study proposed to answer two fundamental questions: what are the relationships between the selected variables, and what proportion of the variance of first-grade students' motivation and ability to read is accounted for by proximal parental involvement, parental literacy practices, and parent reading beliefs. The statistical procedures to best answer these questions were correlational coefficients and backward stepwise multiple regressions conducted by the SPSS for Windows Release 8.0 (1997).

Correlations were used to examine pairs of relationships between a demographic variable (gender), the parental variables (proximal parental involvement, parental reading beliefs, parental literacy practices), children's motivation to read, and children's ability to read. Variables that were significantly related to children's motivation to read in the correlations were entered as predictor variables in the backward stepwise multiple regression model.

Multiple regression is based on six assumptions: (a) the absence of multicollinearity – two or more independent variables are highly correlated, (b) singularity – the independent variables cannot be combinations of each other, (c) linearity – a linear relationship between the dependent variable and each of the independent variables, (d) normality – the scores on the dependent variable are normally distributed for each of the possible combinations of the independent variables, (e) homoscedasticity – the variances of the dependent variable for each of the possible combinations of the levels of the independent variables are equal, and (f) independence – the scores for any particular subject are independent of the scores of other subjects (Cone & Foster, 1993; Shavelson, 1996). Backward stepwise multiple regression analyses were used for exploratory purposes to

determine (1) the contributions of the sets of predictor variables in explaining the variance in the criterion variable, and (2) the significance level of specific beta coefficients within the models (Pedhazur, 1982).

Methodological Assumptions

Underlying this study were four methodological assumptions: (a) the sample subjects were representative of the sample population, (b) sample subjects understood the content of the assessment instruments, (c) sample subjects responded honestly to the assessment instruments, and (d) no errors were made in the coding and data entry.

Limitations

Although the results from this study have been informative, there were several limitations which should be explored. First, the sample was a convenience sample which can limit generalizability. Second, the sample consisted of primarily Caucasian students from one rural community in one mid-western state which limits the generalizability of the results to other groups.

The third limitation pertained to the children's motivation assessment. This instrument had not been utilized extensively and results indicate an acceptable reliability but somewhat small variance, which may make it difficult to identify significant findings. Modification to this instrument may help future researchers better represent children's motivation for reading.

CHAPTER IV

RESULTS

To examine the relationships between the selected parent variables (proximal parental involvement, parental reading beliefs, parental literacy practices), first-grade students' motivation to read, and first-grade students' reading ability, correlations were conducted for parent (mother, father) combined mean responses. Additionally, correlations were conducted to see if there were significant differences between mother and father responses. The means and standard deviations of the combined, mother, father, and student responses have been presented in Table 3. Correlations between the combined parent responses (mother and father) and child variables have been presented in Table 4. Mother responses in relation to the child variables have been presented in Table 5 and father responses in relation to the child variables have been presented in Table 6. Variables were then entered into a backward stepwise multiple regression equation for exploratory purposes.

Correlational Analyses

Correlations were calculated on each pair of variables in order to examine the relationships between: (a) proximal parental involvement, (b) parental literacy practices, (c) parental reading beliefs, (d) first-grade students' motivation to read, (e) first-grade students' ability to read, and (f) gender. A summary of the correlational hypotheses and

corresponding results are presented in Table 7. Four separate correlation analyses were conducted, one for children's responses, one for parents' combined responses (see Table 4), one for mothers' responses (see Table 5), and one for fathers' responses (see Table 6).

Motivation and Ability to Read

Contrary to recent research (Wigfield & Guthrie, 1997), results of the correlations (see Table 4) provided no support for the hypothesis regarding first-grade students' motivation to read in relation to first-grade students' ability to read. More specifically, reading motivation of first-grade students did not show a significant positive or negative relationship with first-grade students' ability to read, giving no indication that first-grade students with higher motivation to read were more likely to have better reading abilities.

Combined Parent Data

Results of the correlations (see Table 5) do not provide support for the hypotheses regarding the parenting variables in relation to first-grade students' motivation to read. More specifically, in reference to Hypotheses 3, 4, and 5, proximal parental involvement, parental reading beliefs, and parental literacy practices were not significantly related to first-grade students' motivation to read in the correlations. However, parental reading beliefs approached negative significance in relation to first-grade students' motivation to read.

Support was provided for the hypothesis regarding parental literacy practices and first-grade students' reading ability. Specifically, as stated in Hypothesis 2, a significant positive correlation was found between parental literacy practices and first-grade

students' ability to read ($r = .37, p < .01$). Hence, first-grade students whose parents engaged in numerous literacy practices were more likely to have better reading abilities.

Individual Parent Data

Correlations were conducted between first-grade students' motivation to read, ability to read, and each parenting variable for mothers and fathers separately. Results of these correlations (Tables 5 and 6) indicate that there are differences between mother and father responses.

Mother data. Results of the correlations provided support for mothers' literacy practices in relation to first-grade student's ability to read. As stated in Hypothesis 2, a significant positive relationship was demonstrated between mothers' literacy practices and first-grade students' ability to read ($r = .36, p < .01$), indicating that first-grade students whose mothers engaged in numerous literacy practices were more likely to have better reading abilities.

Contrary to Hypothesis 5, mothers' literacy practices were not significantly related to first-grade students' motivation to read in the correlations. Additionally, no support was provided for Hypotheses 3 and 4 regarding mothers' reading beliefs, mothers' proximal involvement, and first-grade students' motivation to read. While mothers' reading beliefs resulted in a non-significant relationship with first-grade students' motivation to read, correlations demonstrated the relationship as approaching significance (see Table 5).

Father data. Results of the correlations (see Table 6) provided no support for fathers' literacy practices in relation to first-grade student's ability to read, however it is worth noting that this relationship approached significance. These results indicated that, although there was not a significant relationship between first-grade students' reading

abilities and fathers' literacy practices, there was a potential relationship of interest. Similarly, in contrast to Hypothesis 5, fathers' literacy practices were not significantly related to first-grade students' motivation to read in the correlations, but the relationship approached significance.

No support was provided for the hypotheses regarding first-grade students' motivation to read and fathers' reading beliefs or proximal involvement. Interestingly, fathers' reading beliefs resulted in a non-significant negative relationship with first-grade students' motivation to read in which correlations demonstrated the relationship as approaching significance (see Table 6).

Other Data Analyses

In addition to examining the three parenting variables and two child variables in the correlations, the parenting variables were entered as predictor variables in relation to the criterion variables (child's motivation and ability to read) in separate backward stepwise multiple regression equations. Backward stepwise multiple regression analyses were used to determine (a) the contributions of the sets of predictor variables (proximal parental involvement, parental literacy practices, parental reading beliefs) in explaining the variance in the criterion variables (first-grade students' motivation and ability to read), and (b) the significance level of specific beta coefficients.

The original conceptualization of the model was to enter the demographic variable of gender into the regression equation as a control variable so as to examine the extent to which children's gender explained variance in parental involvement and children's motivation to read. However, since the demographic variable was not significant in the correlational analyses it was not included in the regression model.

Separate regression equations examined the relationships between the parenting variables and children's motivation and ability to read. The variables were entered into the backward stepwise multiple regression equation using the default value of .10 as the low level of tolerance. Results of the regression analyses using this tolerance level indicated that multicollinearity would not be a problem (Cohen & Cohen, 1983). Results of the backward stepwise multiple regression analyses are presented in Table 8 for combined parent variables, Table 9 for mother variables, and Table 10 for father variables. Additionally, a summary of the regression hypotheses and corresponding results are presented in Table 11.

Combined Parent Data

Results of the backward stepwise regression analyses for combined mother/father responses (see Table 8) did not provide support for the hypotheses regarding the parenting variables in relation to first-grade students' motivation to read. More specifically, Hypotheses 3, 4, and 5 were not supported since the beta coefficients for proximal parental involvement, parental literacy practices, and parental reading beliefs failed to reach statistical significance in the regression analyses.

In contrast, Hypothesis 2 yielded a significant positive relationship between parental literacy practices and first-grade students' ability to read, $F(3, 61) = 4.01, p = .01$). As such, first-grade students whose parents engaged in numerous literacy practices were more likely to have better reading ability. Parental literacy practices resulted in a significant beta coefficient of .45 in the first step of the regression and a significant beta coefficient of .37 in the final step of the regression. The overall model (parenting

variables) explained a significant amount (16%) of the variance in first-grade students' ability to read ($R^2 = .16$; $F = 4.01$; $p = .01$).

Individual Parent Data

Backward stepwise regression analyses were conducted separately for mothers and fathers between first-grade students' motivation to read, ability to read, and each parenting variable. Results of the regression analyses are presented in Table 9 for mothers and in Table 10 for fathers.

Mother data. Results of the backward stepwise regression analyses provided no support for Hypotheses 3, 4, and 5 concerning the mother variables in relation to first-grade students' motivation to read. More specifically, Hypotheses 3, 4, and 5 were not supported since the beta coefficients for mothers' proximal involvement, mothers' literacy practices, and mothers' reading beliefs failed to reach statistical significance in the regression analyses.

Support for Hypothesis 2 was confirmed by a significant positive relationship between mothers' literacy practices and first-grade students' ability to read, $F(3, 59) = 3.00$, $p < .05$. The results indicated that first-grade students whose mothers engaged in numerous literacy practices were more likely to have better reading abilities. Mothers' literacy practices resulted in a significant beta coefficient of .39 in the first step of the regression and a significant beta coefficient of .36 in the final step of the regression. The overall model (mother variables) explained a significant amount (13%) of the variance in first-grade students' ability to read ($R^2 = .13$; $F = 3.00$; $p < .05$).

Father data. Results of the backward stepwise regression analyses provided no support for Hypotheses 3, 4, and 5 concerning the father variables in relation to first-

grade students' motivation to read. Interestingly, beta coefficients illustrated that fathers' reading beliefs had a negative linear relationship that approached significance.

The beta coefficient for fathers' literacy practices and first-grade student's ability to read failed to reach statistical significance; therefore, support was not provided for Hypothesis 2. Results did however illustrate that the linear relationship between fathers' literacy practices and first-grade students' ability to read approached significance.

CHAPTER V

SUMMARY, RECOMMENDATIONS, AND CONCLUSIONS

This study examined the relationship between first-grade students' motivation and ability to read with dimensions of parenting behaviors (proximal parental involvement, parental literacy practices, parental reading beliefs). Consistent with the application of social cognitive theory, the results of this study provided partial support for dimensions of parenting behavior as factors related to first-grade students' motivation and ability to read. Only one dimension of parenting behavior, parental literacy practices, was significantly related to first-grade students' ability to read, which has been an unidentified significant relationship throughout past research. This finding is, however, consistent with Miller (1996) who postulated that much learning about literacy is incidental and takes place within the family. This is also in concordance with Bandura's theory of social cognition, which asserts that children learn about literacy from observing the literacy practices of others (Bandura, 1986). The findings from the current study indicate that separate dimensions of parental literacy behaviors relate differently to variation in first-grade students' motivation and ability to read.

Combined Parenting Variables and Children's Motivation and Ability to Read

Contrary to the hypothesis, first-grade students' motivation to read was not significantly correlated to first-grade students' ability to read. This finding is inconsistent

with Wigfield et al. (1996) who argued that children who have higher motivations for reading have higher levels of reading performance. One possible explanation for this difference is that other studies have used different methods of assessing children's motivation to read, in which different amounts and types information are gathered and used to represent children's motivation for reading.

Also contrary to hypotheses, proximal parental involvement, parental literacy practices, and parental reading beliefs were not significantly correlated to first-grade students' motivation to read; however, parental reading beliefs were negatively approaching significance. These results are inconsistent with Baker et al. (1997) who argued that what parents say and do with their child, and what they believe about reading, is most important in fostering positive motivations for reading. A possible explanation for this difference may also be the issue of instrumentation, the methods by which accurate and representative information is gathered of the parenting variables and children's motivation to read. However, the issue most likely can be attributed to a very homogeneous sample, which increased the lack of variance in the motivation to read variable and made it difficult to identify significant findings. Future research with a broader sample is needed to examine the different methods of gathering information concerning parental literacy behaviors and children's motivation to read.

Individual Parent Variables and Children's Motivation and Ability to Read

Consistent with the hypothesis of parental literacy practices in relation to first-grade students' ability to read, mothers who engaged in literacy practices were more likely to have first-grade children with better reading abilities. Again, this is consistent with social

cognitive theory in that children learn about literacy by observing the reading behaviors of others (Bandura, 1986).

Interestingly, no other mother/father variable was found to significantly relate to first-grade students' motivation or ability to read; however, it is worth noting that some relationships did approach significance. Both mothers' and fathers' reading beliefs approached significance in relation to first-grade students' motivation for reading. However, a negative relationship between fathers' reading beliefs and first-grade students' motivation to read approached significance. In addition, fathers' literacy practices approached significance in relation to both first-grade students' motivation and ability to read. A possible explanation for not achieving significance is the small sample size and limited number of fathers in the sample, which limits generalizability. These potential relationships are worth the focus of future research.

Future Research

In addition to the research implications discussed above, this study could be expanded in several directions once certain issues are addressed. First, as is the case with many researchers that use human participants, finding a sample representative of the population is an exhaustive task. This study has shown that involving an entire family, including both parents, increases the challenge because of the number of single-parent homes. It is important for researchers to find a way to identify fathers who may play a less significant role in their children's lives and inform them of how this research is beneficial. Future research needs to explore the quality of parent-child relationships as they relate to children's literacy behaviors. In addition, it becomes complicated to find a diverse group of participants to increase generalizability.

Future research on dimensions of parental literacy and children's motivation and ability to read could benefit from a variety of research designs. For example, researchers should utilize multiple methods of assessing parental literacy behaviors and children's motivation to read such as qualitative methods or participant-kept diaries that may provide information that standardized tests or reliably proven instruments may not gather or address. In addition, a causal model would look at children's motivation to read as a mediator between the parenting variables and children's ability to read. Future plans with this type of research are to increase the size and ethnic diversity of the sample, address a wide range of socioeconomic conditions, and to examine a possible causal model if the correlations and regressions support the hypothesized relationships between the parenting variables and children's motivation and ability to read.

Conclusions

The goal of this study was to explore the role of parents in shaping first-grade students' motivation and ability to read. Results of this study supported the theoretical assertion of a relationship between observable parenting behaviors and children's ability to read. Specifically, the results found that parental literacy practices relate to first-grade students' ability to read. Next, the results signify the importance of considering and appropriately measuring the amount of proximal parental involvement, literacy practices, and parental reading beliefs which relate to first-grade students' motivation and ability to read. Finally, the results of this study should compel future scholars to expand the methods in which they investigate the issue of children's motivation and ability to read.

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Table 1

Demographic Characteristics of the Total Sample (N = 66)

Characteristics	Total Sample	
	<u>N</u> = 66	Percent
Age		
6	34	51.5%
7	31	47.0%
8	1	1.5%
Gender		
Male	35	53.0%
Female	31	47.0%
Family Form		
Two-parent home	33	50.0%
Mother only	31	47.0%
Father only	2	3.0%

Table 2

Variables, Measures, Reliabilities

Variable	Measure	Reliabilities (Cronbach's Alpha)	
		P	C
Children's motivation to read	Motivation to Read Profile (Gambrell et al., 1996)	...	.72
Children's reading ability	Test of Early Reading Ability-2 (Reid et al., 1989)	.92	.91
Proximal parental involvement	7 items from the Home Activities Survey (DeBaryshe et al., 1998)	.91	.86
Parental literacy practices	9 items from the Home Activities Survey (DeBaryshe et al., 1998)	.91	.81
Parental reading beliefs	Parent Reading Belief Inventory (DeBaryshe & Binder, 1994)	.79	.75

P = Previously established reliability for instrument

C = Reliability yielded for instrument or subscale from current data

Table 3

Means and Standard Deviations for Combined Parent, Mother, Father, and First-grade Student Variables

	Combined Parent		Mother		Father		First-grade Student	
	<u>Mean</u>	<u>SD</u>	<u>Mean</u>	<u>SD</u>	<u>Mean</u>	<u>SD</u>	<u>Mean</u>	<u>SD</u>
Motivation to Read	...	...	...	...	...	...	3.24	.26
Ability to Read	...	...	...	...	...	...	31.65	5.42
Proximal Involvement	5.08	.95	5.20	1.01	4.87	1.16	...	...
Reading Beliefs	2.25	.14	2.23	.15	2.27	.14	...	...
Literacy Practices	4.91	.95	5.13	.89	4.53	1.51	...	...

Table 4

Correlations Among Variables for Parents (N = 66)

Variables	1	2	3	4	5	6
1 Gender	1.00					
2 Children's motivation for reading	-.02	1.00				
3 Children's ability to read	-.14	.11	1.00			
4 Proximal parental involvement	.10	.03	.13	1.00		
5 Parental reading beliefs	-.10	-.17	.07	-.11	1.00	
6 Parental literacy practices	-.07	.06	.37**	.57**	-.14	1.00

**p < .01

Table 5

Correlations Among Variables for Mothers (N = 64)

Variables	1	2	3	4	5	6
1 Gender	1.00					
2 Children's motivation for reading	-.02	1.00				
3 Children's ability to read	-.14	.11	1.00			
4 Mothers' proximal involvement	.08	.05	.14	1.00		
5 Mothers' reading beliefs	-.07	-.17	-.01	-.13	1.00	
6 Mothers' literacy practices	-.10	-.03	.36**	.52**	-.10	1.00

**p < .01

Table 6

Correlations Among Variables for Fathers (N = 36)

Variables	1	2	3	4	5	6
1 Gender	1.00					
2 Children's motivation for reading	-.02	1.00				
3 Children's ability to read	-.14	.11	1.00			
4 Fathers' proximal involvement	.27	.10	.09	1.00		
5 Fathers' reading beliefs	-.16	-.31	.06	-.42*	1.00	
6 Fathers' literacy practices	-.01	.28	.31	.57**	-.44*	1.00

* $p < .05$; ** $p < .01$

Table 7

Summary of Hypotheses and Results – Correlations

Hypothesis	r	Reject or Do not reject
H ₁ : There will be a significant positive relationship between first-grade students' level of motivation to read and ability to read.	.11	Reject
H ₂ : There will be a significant positive relationship between parental literacy practices and first-grade children's ability to read.	.37**	Do not reject
H ₃ : There will be a significant positive relationship between proximal parental involvement and first-grade students' motivation to read.	.03	Reject
H ₄ : There will be a significant positive relationship between parental reading beliefs and first-grade children's motivation to read.	-.17	Reject
H ₅ : There will be a significant positive relationship between parental literacy practices and first-grade children's motivation to read.	.06	Reject

**p < .01

Table 8

Backward Stepwise Multiple Regression Analyses of Combined Parenting Variables and First-grade Students' Motivation and Ability to Read (N = 66)

Predictor Variables	First Grade Students					
	Motivation to Read			Ability to Read		
	<u>B</u>	<u>SE</u>	<u>β</u>	<u>B</u>	<u>SE</u>	<u>β</u>
Proximal Parental Involvement	-2.52	.04	.01	-.64	.81	-.11
Parental Literacy Practices	1.38	.04	.05	2.60	.82	.45**
Parental Reading Beliefs	-.28	.24	-.15	5.47	4.62	.14
<u>R</u> ²	.03			.16		
Adjusted <u>R</u> ²	-.02			.12		

Note: B = unstandardized betas; β = standardized betas.

*p < .05; **p < .01

Table 9

Backward Stepwise Multiple Regression Analyses of Mother Variables and First-grade Students' Motivation and Ability to Read (N = 64)

Predictor Variables	First Grade Students					
	<u>Motivation to Read</u>			<u>Ability to Read</u>		
	<u>B</u>	<u>SE</u>	<u>β</u>	<u>B</u>	<u>SE</u>	<u>β</u>
Mother Proximal Involvement	2.00	.04	.07	-.28	.76	-.05
Mother Literacy Practices	-2.43	.04	-.08	2.35	.86	.39**
Mother Reading Beliefs	-.28	.24	-.15	1.65	4.47	.04
<u>R</u> ²	.03			.13		
Adjusted <u>R</u> ²	-.02			.09		

Note: B = unstandardized betas; β = standardized betas.

*p < .05; **p < .01

Table 10

Backward Stepwise Multiple Regression Analyses of Father Variables and First-grade Students' Motivation and Ability to Read (N = 36)

Predictor Variables	First Grade Students					
	<u>Motivation to Read</u>			<u>Ability to Read</u>		
	<u>B</u>	<u>SE</u>	<u>β</u>	<u>B</u>	<u>SE</u>	<u>β</u>
Father Proximal Involvement	-3.29	.04	-.15	-.29	.92	-.07
Father Literacy Practices	4.10	.03	.24	1.50	.72	.44
Father Reading Beliefs	-.47	.33	-.27	7.83	6.77	.22
<u>R</u> ²	.14			.14		
Adjusted <u>R</u> ²	.05			.06		

Note: B = unstandardized betas; β = standardized betas.

Table 11

Summary of Hypotheses and Results – Regressions

Hypothesis	β	Reject or Do not reject
H ₁ : There will be a significant positive relationship between first-grade students' level of motivation to read and ability to read.	...	...
H ₂ : There will be a significant positive relationship between parental literacy practices and first-grade children's ability to read.	.37**	Do not reject
H ₃ : There will be a significant positive relationship between proximal parental involvement and first-grade students' motivation to read.	-.01	Reject
H ₄ : There will be a significant positive relationship between parental reading beliefs and first-grade children's motivation to read.	-.15	Reject
H ₅ : There will be a significant positive relationship between parental literacy practices and first-grade children's motivation to read.	.04	Reject

**p < .01

APPENDICES

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APPENDIX A

FORMS

FORM 1
FORM 2

FORM 3

FORM 4
FORM 5

FORM 6
FORM 7
FORM 8

(Date)

Dear Parent,

I am interested in seeking the participation of the first-grade students at (Whatever) Elementary School to participate in a research study on children's motivation to read. This study will form the basis of my thesis project.

I appreciate your taking the time to complete this consent form allowing your child to participate in this research study. Your responses and your child's participation is very important for this study. The information produced from this research may interest parents and encourage them to involve themselves with their child's beginning reading process at a very early age.

As I said, your responses as well as your child's responses are very important and I appreciate hearing from you. Please keep one consent form for yourself and enclose the other completed consent form and the parent questionnaires in the provided envelope and return to your child's teacher as soon as possible. Thank you for your time.

Sincerely,

Rachel Neal
Graduate Student
Department of Family Relations and Child Development

INFORMED CONSENT FORM

I _____, hereby give permission for my son or daughter,
 (print name)
 _____, to participate in the following research study conducted by
 (print name)

Rachel Neal and assistants of her choosing. I understand that my son/daughter's participation in this project will involve responding to questions about reading. Individual interviewing with my child will take approximately 10 minutes beginning the week of January 19, 1999 during the daily school activity schedule; data collection will proceed no further than the week of February 22, 1999. I also understand that I am giving consent for my own participation by responding to questionnaires concerning my child's reading habits and the reading involvement I have with my child. I authorize the use of data collected in this project as a part of a study on parental involvement and its influence on children's motivation to read.

This study is designed to question parental involvement as a factor in children's motivation to read. Beliefs and practices held by children's parents about the purposes of reading and how children learn to read may be associated with their children's motivation to read. The results of this study will be used to broaden parents' and educators' knowledge and encourage them to become involved with their child's beginning process of reading.

Upon meeting with each participant, an oral assent will proceed in order to familiarize the child with the researcher and solicit the child's participation from the child specifically. The researcher will tell her name to the child and explain that she will be asking some questions about reading. The child will then be asked if he/she would like to participate. The oral assent will proceed as follows:

"Hello, [Child's Name] my name is [Researcher's Name]. Would you like to answer some questions about reading and how you read?"

Participation is completely voluntary and each child is free to not respond to any item.

Copies of the questions used within the study will be made available for the parent to view ahead of time by calling Rachel Neal at (405) 744-8362.

ASSURANCE OF CONFIDENTIALITY

I understand the answers will be completely anonymous. My own name and my son/daughter's name will not be identified with any data collected in the study and responses will be considered for confidential research use only. I understand this consent form will be kept within a locked file cabinet in a secured office and will also be kept separate from the recorded responses. The collected data will be viewed only by members of the current or future research teams who are authorized by the project director and who have signed an agreement to assure the confidentiality of information about the participants. I understand that test results for individual children will not be available. I understand that my son/daughter's participation and my own participation is voluntary, that we are free to not respond to any item, that there is no penalty for refusal to participate, and that I am free to withdraw my consent and our participation in this project at any time without penalty after notifying the project director.

If I have any questions, I may contact **Rachel Neal** at (405) 744-8362 or **Deborah Norris, Ph.D.** at (405) 744-7084. I may also contact **Gay Clarkson**, IRB Executive Secretary, Oklahoma State University, 305 Whitehurst, Stillwater, OK 74078; (405) 744-5700 as a resource person.

I have read and fully understand this form. I sign it freely and voluntarily. A copy has been given to me.

Date: _____ Time: _____ (a.m./p.m.)

Signed: _____
 (Signature of parent authorizing permission for son or daughter to participate)

Signed: _____
 (Signature of project director/witness)

APPENDIX B
RESEARCH INSTRUMENTS

**MOTIVATION TO READ PROFILE
READING SURVEY**

Family ID # _____ Age (mos.) _____ Gender: M F

1. What do your friends think about how you read?
 - 4 a very good reader
 - 3 a good reader
 - 2 an OK reader
 - 1 a poor reader

2. Is reading something you like to do?
 - 1 never
 - 2 not very often
 - 3 sometimes
 - 4 often

3. Do you think you read better than your friends?
 - 1 not as well as friends
 - 2 about the same as friends
 - 3 a little better than friends
 - 4 a lot better than friends

4. Do your best friends think reading is fun?
 - 4 really fun
 - 3 fun
 - 2 OK to do
 - 1 no fun at all

5. When you come to a word you don't know, can you figure it out?
 - 4 almost always figure it out
 - 3 sometimes figure it out
 - 2 almost never figure it out
 - 1 never figure it out

6. Do you tell your friends about good books you read?
 - 1 never do this
 - 2 almost never do this
 - 3 do this some of the time
 - 4 do this a lot

7. When you are reading by yourself, do you understand what you read?
 - 4 almost everything you read
 - 3 some of what you read
 - 2 almost none of what you read
 - 1 none of what you read

8. Do you think people who read a lot are interesting?
 - 4 very interesting
 - 3 interesting
 - 2 not very interesting
 - 1 boring

9. Are you a good reader?
 - 1 a poor reader
 - 2 an OK reader
 - 3 a good reader
 - 4 a very good reader

10. What do you think about libraries?
 - 4 a great place to spend time
 - 3 an interesting place to spend time
 - 2 an OK place to spend time
 - 1 a boring place to spend time

11. Do you worry about what other kids think about your reading?
 - 1 every day
 - 2 almost every day
 - 3 once in a while
 - 4 never
12. Do you think knowing how to read is important?
 - 1 not very important
 - 2 sort of important
 - 3 important
 - 4 very important
13. When your teacher asks you a question about what you have read, can you think of an answer?
 - 1 can never think of an answer
 - 2 have trouble thinking of an answer
 - 3 sometimes think of an answer
 - 4 always think of an answer
14. What do you think about reading?
 - 1 a boring way to spend time
 - 2 an OK way to spend time
 - 3 an interesting way to spend time
 - 4 a great way to spend time
15. Do you think reading is easy or hard?
 - 4 very easy
 - 3 kind of easy
 - 2 kind of hard
 - 1 very hard
16. When you grow up, will you spend time reading?
 - 1 none of my time reading
 - 2 very little of my time reading
 - 3 some of my time reading
 - 4 a lot of my time reading
17. When you are in a group talking about stories, do you talk about your ideas?
 - 1 almost never talk about my ideas
 - 2 sometimes talk about my ideas
 - 3 almost always talk about my ideas
 - 4 always talk about my ideas
18. Would you like your teacher to read books out loud every day?
 - 4 every day
 - 3 almost every day
 - 2 once in a while
 - 1 never
19. When you read out loud, what kind of reader are you?
 - 1 poor reader
 - 2 OK reader
 - 3 good reader
 - 4 very good reader
20. When someone gives you a book for a present, how do you feel?
 - 4 very happy
 - 3 sort of happy
 - 2 sort of unhappy
 - 1 unhappy

HOME ACTIVITIES SURVEY

Listed below are several activities. Please circle the number that best describes how often this activity happens with you. Some of these activities may happen very often in your home. Some of the others may never happen. Some activities may happen more or less often than you would like. All families are different. There are no right or wrong answers. Please do your best in describing yourself and your first-grade child. Two copies are provided, one for each parent or adult living in your household.

Family ID: _____

How often do you do the following things at home?

1. Read the newspaper

1	2	3	4	5	6	7
Never/Rarely	Less Than Once a Month	Once a Month	Few Times a Month	Once a Week	Few Times a Week	Daily

2. Read books or magazines for pleasure

1	2	3	4	5	6	7
Never/Rarely	Less Than Once a Month	Once a Month	Few Times a Month	Once a Week	Few Times a Week	Daily

3. Read something for work or school

1	2	3	4	5	6	7
Never/Rarely	Less Than Once a Month	Once a Month	Few Times a Month	Once a Week	Few Times a Week	Daily

4. Read something to help you do a chore or task (e.g., use a cookbook, read a repair manual)

1	2	3	4	5	6	7
Never/Rarely	Less Than Once a Month	Once a Month	Few Times a Month	Once a Week	Few Times a Week	Daily

5. Use a typewriter, word processor or computer

1	2	3	4	5	6	7
Never/Rarely	Less Than Once a Month	Once a Month	Few Times a Month	Once a Week	Few Times a Week	Daily

6. Write a letter, report or other document by hand

1	2	3	4	5	6	7
Never/Rarely	Less Than Once a Month	Once a Month	Few Times a Month	Once a Week	Few Times a Week	Daily

7. Write a list or reminder note

1	2	3	4	5	6	7
Never/Rarely	Less Than Once a Month	Once a Month	Few Times a Month	Once a Week	Few Times a Week	Daily

8. Write for the purpose of household finances (e.g., write checks, balance checkbook, address bills)

1	2	3	4	5	6	7
Never/Rarely	Less Than Once a Month	Once a Month	Few Times a Month	Once a Week	Few Times a Week	Daily

9. Write for the purpose of playing a game (e.g., keeping score, tic-tac-toe, crossword puzzles)

1	2	3	4	5	6	7
Never/Rarely	Less Than Once a Month	Once a Month	Few Times a Month	Once a Week	Few Times a Week	Daily

How often does your first-grade child do the following things (not including day care or school)?

10. Ask an adult to read a book or magazine to him/her

1	2	3	4	5	6	7
Never/Rarely	Less Than Once a Month	Once a Month	Few Times a Month	Once a Week	Few Times a Week	Daily

11. Look at books or magazines on his/her own

1	2	3	4	5	6	7
Never/Rarely	Less Than Once a Month	Once a Month	Few Times a Month	Once a Week	Few Times a Week	Daily

12. Pretend to read a story aloud by looking at the pictures and/or telling the story from memory, rather than by looking at the print

1	2	3	4	5	6	7
Never/Rarely	Less Than Once a Month	Once a Month	Few Times a Month	Once a Week	Few Times a Week	Daily

13. Read a book aloud, paying attention to and partially following the print

1	2	3	4	5	6	7
Never/Rarely	Less Than Once a Month	Once a Month	Few Times a Month	Once a Week	Few Times a Week	Daily

14. Read a book by actually reading

1	2	3	4	5	6	7
Never/Rarely	Less Than Once a Month	Once a Month	Few Times a Month	Once a Week	Few Times a Week	Daily

15. Look at words (e.g., in a book, on a sign, on mail, etc.) and ask what they say

1	2	3	4	5	6	7
Never/Rarely	Less Than Once a Month	Once a Month	Few Times a Month	Once a Week	Few Times a Week	Daily

16. Read words in the environment (e.g., signs, food labels and other simple things)

1	2	3	4	5	6	7
Never/Rarely	Less Than Once a Month	Once a Month	Few Times a Month	Once a Week	Few Times a Week	Daily

17. Ask what a letter is called or how it sounds

1	2	3	4	5	6	7
Never/Rarely	Less Than Once a Month	Once a Month	Few Times a Month	Once a Week	Few Times a Week	Daily

18. Ask how to spell a word

1	2	3	4	5	6	7
Never/Rarely	Less Than Once a Month	Once a Month	Few Times a Month	Once a Week	Few Times a Week	Daily

19. Write his/her name

1	2	3	4	5	6	7
Never/Rarely	Less Than Once a Month	Once a Month	Few Times a Month	Once a Week	Few Times a Week	Daily

20. Pretend to write by scribbling (not writing real letters)

1	2	3	4	5	6	7
Never/Rarely	Less Than Once a Month	Once a Month	Few Times a Month	Once a Week	Few Times a Week	Daily

21. Pretend to write by using strings of letters that are reasonably correct

1	2	3	4	5	6	7
Never/Rarely	Less Than Once a Month	Once a Month	Few Times a Month	Once a Week	Few Times a Week	Daily

22. Write real words (other than his/her name) that are reasonably correct

1	2	3	4	5	6	7
Never/Rarely	Less Than Once a Month	Once a Month	Few Times a Month	Once a Week	Few Times a Week	Daily

23. Use a computer, typewriter or word processor

1	2	3	4	5	6	7
Never/Rarely	Less Than Once a Month	Once a Month	Few Times a Month	Once a Week	Few Times a Week	Daily

24. Play video games

1	2	3	4	5	6	7
Never/Rarely	Less Than Once a Month	Once a Month	Few Times a Month	Once a Week	Few Times a Week	Daily

25. Watch educational television or videos (e.g., Sesame Street)

1	2	3	4	5	6	7
Never/Rarely	Less Than Once a Month	Once a Month	Few Times a Month	Once a Week	Few Times a Week	Daily

26. Play with educational toys (e.g., flashcards, workbooks, magnetic letters, Speak & Spell)

1	2	3	4	5	6	7
Never/Rarely	Less Than Once a Month	Once a Month	Few Times a Month	Once a Week	Few Times a Week	Daily

How often do you do the following things **WITH** your first-grade child?

27. Read a book aloud

1	2	3	4	5	6	7
Never/Rarely	Less Than Once a Month	Once a Month	Few Times a Month	Once a Week	Few Times a Week	Daily

28. Listen to the child read or pretend to read

1	2	3	4	5	6	7
Never/Rarely	Less Than Once a Month	Once a Month	Few Times a Month	Once a Week	Few Times a Week	Daily

29. Watch or help your child try to write

1	2	3	4	5	6	7
Never/Rarely	Less Than Once a Month	Once a Month	Few Times a Month	Once a Week	Few Times a Week	Daily

30. Point out words in the environment (e.g., read street signs, food labels, store signs)

1	2	3	4	5	6	7
Never/Rarely	Less Than Once a Month	Once a Month	Few Times a Month	Once a Week	Few Times a Week	Daily

31. Tell stories to your child

1	2	3	4	5	6	7
Never/Rarely	Less Than Once a Month	Once a Month	Few Times a Month	Once a Week	Few Times a Week	Daily

32. Have your child tell a story

1	2	3	4	5	6	7
Never/Rarely	Less Than Once a Month	Once a Month	Few Times a Month	Once a Week	Few Times a Week	Daily

33. Take your child to the library

1	2	3	4	5	6	7
Never/Rarely	Less Than Once a Month	Once a Month	Few Times a Month	Once a Week	Few Times a Week	Daily

How often do you enjoy or dislike the following activities?

34. Reading for pleasure

1	2	3	4	5	6	7
Strongly Dislike	Dislike	Neutral	Enjoy	Strongly Enjoy		

35. Reading with your child

1	2	3	4	5	6	7
Strongly Dislike	Dislike	Neutral	Enjoy	Strongly Enjoy		

36. Writing

1	2	3	4	5	6	7
Strongly Dislike	Dislike	Neutral	Enjoy	Strongly Enjoy		

37. Using a computer, typewriter or word processor

1	2	3	4	5	6	7
Strongly Dislike	Dislike	Neutral	Enjoy	Strongly Enjoy		

38. Telling stories and listening to stories

1	2	3	4	5	6	7
Strongly Dislike	Dislike	Neutral	Enjoy	Strongly Enjoy		

How much does your first-grade child enjoy or dislike the following activities?

39. Looking at books on his/her own

1 2 3 4 5 6 7
 Strongly Dislike Dislike Neutral Enjoy Strongly Enjoy

40. Reading with you

1 2 3 4 5 6 7
 Strongly Dislike Dislike Neutral Enjoy Strongly Enjoy

41. Writing or trying to write

1 2 3 4 5 6 7
 Strongly Dislike Dislike Neutral Enjoy Strongly Enjoy

42. Using a computer, typewriter or word processor

1 2 3 4 5 6 7
 Strongly Dislike Dislike Neutral Enjoy Strongly Enjoy

43. Telling stories and listening to stories

1 2 3 4 5 6 7
 Strongly Dislike Dislike Neutral Enjoy Strongly Enjoy

44. About how many books does your child own? _____

Please check which parent you are: Mother Father Other

Thank You!

PARENT READING BELIEF INVENTORY

Listed below are several statements about parent's attitudes and beliefs. Circle the answer that is closest to your feelings. Please answer each question in response to your **first-grade child**. Two copies have been provided, one for **each parent** of the household. There are no right or wrong answers. Your own opinions are very important to us!

Family ID: _____

1. As a parent, I play an important role in my child's development.

Strongly Agree 1	Agree 2	Disagree 3	Strongly Disagree 4
---------------------	------------	---------------	------------------------

2. There is little I can do to help my child get ready to do well in school.

Strongly Agree 1	Agree 2	Disagree 3	Strongly Disagree 4
---------------------	------------	---------------	------------------------

3. My child learns many important things from me.

Strongly Agree 1	Agree 2	Disagree 3	Strongly Disagree 4
---------------------	------------	---------------	------------------------

4. I would like to help my child learn, but I do not know how.

Strongly Agree 1	Agree 2	Disagree 3	Strongly Disagree 4
---------------------	------------	---------------	------------------------

5. I am my child's most important teacher.

Strongly Agree 1	Agree 2	Disagree 3	Strongly Disagree 4
---------------------	------------	---------------	------------------------

6. Schools are responsible for teaching children, not parents.

Strongly Agree 1	Agree 2	Disagree 3	Strongly Disagree 4
---------------------	------------	---------------	------------------------

7. Parents need to be involved in their children's education.

Strongly Agree 1	Agree 2	Disagree 3	Strongly Disagree 4
---------------------	------------	---------------	------------------------

8. When my child goes to school, the teacher will teach my child everything my child needs to know so I do not need to worry.

Strongly Agree 1	Agree 2	Disagree 3	Strongly Disagree 4
---------------------	------------	---------------	------------------------

9. Children do better in school when their parents also teach them things at home.

Strongly Agree 1	Agree 2	Disagree 3	Strongly Disagree 4
---------------------	------------	---------------	------------------------

10. I find it boring or difficult to read to my child.

Strongly Agree 1	Agree 2	Disagree 3	Strongly Disagree 4
---------------------	------------	---------------	------------------------

11. I enjoy reading with my child.
- | | | | |
|---------------------|------------|---------------|------------------------|
| Strongly Agree
1 | Agree
2 | Disagree
3 | Strongly Disagree
4 |
|---------------------|------------|---------------|------------------------|
12. I have good memories of being read to when I was a child.
- | | | | |
|---------------------|------------|---------------|------------------------|
| Strongly Agree
1 | Agree
2 | Disagree
3 | Strongly Disagree
4 |
|---------------------|------------|---------------|------------------------|
13. Reading with my child is a special time that we love to share.
- | | | | |
|---------------------|------------|---------------|------------------------|
| Strongly Agree
1 | Agree
2 | Disagree
3 | Strongly Disagree
4 |
|---------------------|------------|---------------|------------------------|
14. My child does not like to be read to.
- | | | | |
|---------------------|------------|---------------|------------------------|
| Strongly Agree
1 | Agree
2 | Disagree
3 | Strongly Disagree
4 |
|---------------------|------------|---------------|------------------------|
15. I feel warm and close to my child when we read
- | | | | |
|---------------------|------------|---------------|------------------------|
| Strongly Agree
1 | Agree
2 | Disagree
3 | Strongly Disagree
4 |
|---------------------|------------|---------------|------------------------|
16. I have to scold or discipline my child when we try to read.
- | | | | |
|---------------------|------------|---------------|------------------------|
| Strongly Agree
1 | Agree
2 | Disagree
3 | Strongly Disagree
4 |
|---------------------|------------|---------------|------------------------|
17. I want my child to love books.
- | | | | |
|---------------------|------------|---------------|------------------------|
| Strongly Agree
1 | Agree
2 | Disagree
3 | Strongly Disagree
4 |
|---------------------|------------|---------------|------------------------|
18. I do not read to my child because he or she will not sit still.
- | | | | |
|---------------------|------------|---------------|------------------------|
| Strongly Agree
1 | Agree
2 | Disagree
3 | Strongly Disagree
4 |
|---------------------|------------|---------------|------------------------|
19. I read to my child whenever he or she wants.
- | | | | |
|---------------------|------------|---------------|------------------------|
| Strongly Agree
1 | Agree
2 | Disagree
3 | Strongly Disagree
4 |
|---------------------|------------|---------------|------------------------|
20. When we read I try to sound excited so my child stays interested.
- | | | | |
|---------------------|------------|---------------|------------------------|
| Strongly Agree
1 | Agree
2 | Disagree
3 | Strongly Disagree
4 |
|---------------------|------------|---------------|------------------------|
21. Children learn new words, colors, names, etc. from books.
- | | | | |
|---------------------|------------|---------------|------------------------|
| Strongly Agree
1 | Agree
2 | Disagree
3 | Strongly Disagree
4 |
|---------------------|------------|---------------|------------------------|
22. Reading helps children be better talkers and better listeners.
- | | | | |
|---------------------|------------|---------------|------------------------|
| Strongly Agree
1 | Agree
2 | Disagree
3 | Strongly Disagree
4 |
|---------------------|------------|---------------|------------------------|

23. My child knows the names of many things he/she has seen in books.
- | | | | |
|---------------------|------------|---------------|------------------------|
| Strongly Agree
1 | Agree
2 | Disagree
3 | Strongly Disagree
4 |
|---------------------|------------|---------------|------------------------|
24. When we read, I want my child to help me tell the story.
- | | | | |
|---------------------|------------|---------------|------------------------|
| Strongly Agree
1 | Agree
2 | Disagree
3 | Strongly Disagree
4 |
|---------------------|------------|---------------|------------------------|
25. I ask my child a lot of questions when we read.
- | | | | |
|---------------------|------------|---------------|------------------------|
| Strongly Agree
1 | Agree
2 | Disagree
3 | Strongly Disagree
4 |
|---------------------|------------|---------------|------------------------|
26. When we read, I want my child to ask questions about the book.
- | | | | |
|---------------------|------------|---------------|------------------------|
| Strongly Agree
1 | Agree
2 | Disagree
3 | Strongly Disagree
4 |
|---------------------|------------|---------------|------------------------|
27. When we read we talk about the pictures as much as we read the story.
- | | | | |
|---------------------|------------|---------------|------------------------|
| Strongly Agree
1 | Agree
2 | Disagree
3 | Strongly Disagree
4 |
|---------------------|------------|---------------|------------------------|
28. I read with my child so he/she will learn the letters and how to read simple words.
- | | | | |
|---------------------|------------|---------------|------------------------|
| Strongly Agree
1 | Agree
2 | Disagree
3 | Strongly Disagree
4 |
|---------------------|------------|---------------|------------------------|
29. Parents should teach children how to read before they start school.
- | | | | |
|---------------------|------------|---------------|------------------------|
| Strongly Agree
1 | Agree
2 | Disagree
3 | Strongly Disagree
4 |
|---------------------|------------|---------------|------------------------|
30. My child is too young to learn about reading.
- | | | | |
|---------------------|------------|---------------|------------------------|
| Strongly Agree
1 | Agree
2 | Disagree
3 | Strongly Disagree
4 |
|---------------------|------------|---------------|------------------------|
31. When we read, I have my child point out different letters or numbers that are printed in the book.
- | | | | |
|---------------------|------------|---------------|------------------------|
| Strongly Agree
1 | Agree
2 | Disagree
3 | Strongly Disagree
4 |
|---------------------|------------|---------------|------------------------|
32. I try to make the story more real to my child by relating the story to his or her life.
- | | | | |
|---------------------|------------|---------------|------------------------|
| Strongly Agree
1 | Agree
2 | Disagree
3 | Strongly Disagree
4 |
|---------------------|------------|---------------|------------------------|
33. Stories help build my child's imagination.
- | | | | |
|---------------------|------------|---------------|------------------------|
| Strongly Agree
1 | Agree
2 | Disagree
3 | Strongly Disagree
4 |
|---------------------|------------|---------------|------------------------|
34. My child learns lessons and morals from the stories we read.
- | | | | |
|---------------------|------------|---------------|------------------------|
| Strongly Agree
1 | Agree
2 | Disagree
3 | Strongly Disagree
4 |
|---------------------|------------|---------------|------------------------|

35. Reading helps children learn about things they never see in real life (like Eskimos and polar bears).

Strongly Agree Agree Disagree Strongly Disagree
1 2 3 4

36. My child learns important life skills from books (like how to follow a cooking recipe, how to protect themselves from strangers).

Strongly Agree Agree Disagree Strongly Disagree
1 2 3 4

37. Even if I would like to, I'm just too busy and too tired to read to my child.

Strongly Agree Agree Disagree Strongly Disagree
1 2 3 4

38. I don't read to my child because we have nothing to read.

Strongly Agree Agree Disagree Strongly Disagree
1 2 3 4

39. I do not read to my child because there is no room and no quiet place in the house.

Strongly Agree Agree Disagree Strongly Disagree
1 2 3 4

40. I do not read to my child because I have other, more important things to do as a parent.

Strongly Agree Agree Disagree Strongly Disagree
1 2 3 4

41. Some children are natural talkers, others are silent. Parents do not have much influence over this.

Strongly Agree Agree Disagree Strongly Disagree
1 2 3 4

42. Children inherit their language ability from their parents, it is in their genes.

Strongly Agree Agree Disagree Strongly Disagree
1 2 3 4

Please check which parent you are: ___ Mother ___ Father ___ Other

Thank You!

ALABAMA STATE UNIVERSITY
MISCELLANEOUS BOARD

1911-1912

APPENDIX C

MISCELLANEOUS

OKLAHOMA STATE UNIVERSITY
INSTITUTIONAL REVIEW BOARD

DATE: 12-15-98

IRB #: HE-99-043

**Proposal Title: EAGER TO READ: PARENTS AND CHILDREN'S
MOTIVATION TO READ**

Principal Investigator(s): Deborah J. Norris, Rachel Neal

Reviewed and Processed as: Expedited with Special Population

Approval Status Recommended by Reviewer(s): Approved

Signature: 

Carol Olson, Director of University Research Compliance
cc: Rachel Neal

Date: December 21, 1998

Approvals are valid for one calendar year, after which time a request for continuation must be submitted. Any modification to the research project approved by the IRB must be submitted for approval. Approved projects are subject to monitoring by the IRB. Expedited and exempt projects may be reviewed by the full Institutional Review Board.

2
VITA

Rachel Neal

Candidate for the Degree of
Master of Science

Thesis: EAGER TO READ: PARENTS AND CHILDRENS' MOTIVATION FOR
READING

Major Field: Family Relations and Child Development

Biographical:

Education: Graduated from Dewey High School, Dewey, Oklahoma in 1994; Received Bachelor of Arts Degree in Psychology from Oklahoma State University, Stillwater, Oklahoma in July 1997. Completed the requirements for the Master of Science degree with a major in Child Development at Oklahoma State University in May 1999.

Experience: Graduate research/teaching assistant, Department of Family Relations and Child Development, Oklahoma State University, 1997 to 1999; Graduate research assistant, Oklahoma State University Cooperative Extension Service, 1999.

Professional Memberships: National Association of the Education of Young Children, American Association of Family Consumer Sciences, Oklahoma Association of Family Consumer Sciences, Oklahoma Council on Family Relations.