

THE HOME LITERARY ENVIRONMENT AND
PRESCHOOL CHILDREN'S ATTITUDES
TOWARD READING

By

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CHAPTER I

THE PROBLEM

Introduction

Preschool children's reading attitudes are becoming recognized for their importance in later reading habits (Glazer, 1991). One of the most important aims of the child's beginning reading experiences is to help the child develop a positive attitude toward reading (Heilman, 1972). Modification and reinforcement of positive attitudes requires that attitudes toward reading be assessed (Saracho, 1987). The home produces the first, most insistent impact on the child's attitude formation. Smith (1990) stated that parents create early images about learning that will shape the child's attitude for many years. If the child sees the parent reading regularly, reading becomes important. Hansen (1969) studied the effect of the home literary environment on fourth grade children's reading attitudes. Mason (1983) studied kindergarten children who demonstrated a high or low interest in literature and how that related to both their home and school environment. These studies dealt with older children, and did not include 3-, 4-, and 5-year-olds. But it is these formative years that are important because the attitudes and habits acquired by children during the beginning reading period influences later reading behavior (Heilman, 1972; Saracho & Dayton, 1989).

Purpose

Little research has been done in the area of preschool children, ages three, four, and five, their reading attitudes, and their home literary environment. The purpose of this research investigation, therefore, is to assess preschool children's reading attitudes and note the link between these attitudes and their home literary environment.

Importance of the Study

The importance of this study lies in the importance of reading itself. Attitudes young children develop during early years will have a lasting effect on their later reading. They may learn the mechanics of reading, but reject or dislike reading. Therefore, reading attitudes assume an important role in the reading process (Saracho, 1987).

The assessment of these attitudes is vital. How children feel about reading is as important as whether they are able to read. The value of reading ability lies in its use, rather than its possession (Estes, 1971). A basis for possible improvement of reading attitudes would be establishing a link between preschool children's reading attitudes and the home literary environment.

Many previous studies relating the home environment and reading have used two measures. The home environment was measured using status characteristics such as parent's occupation, education level, and income, and reading was measured by an achievement test. Using these status characteristics as a measurement,

requires a change in status for an improvement in the environment, which may be impossible (Hansen, 1969). This study concentrates on non-status characteristics to measure the home environment. If non-status characteristics can be established as important to the home literary environment and attitude formation, the chance for change and improvement is greater.

Research Hypotheses

Hansen (1969) found that the home literary environment was the only significant contributor to children's independent reading. He concluded that voluntary readers come from homes with a supportive "literary environment" indicated by the availability of books, amount of reading done with the child, reading guidance, and good models of readers (Hansen, 1969). Mason (1983) found that children with a high interest in literature looked at books more frequently, were read to daily and their parents more often chose reading as a leisure activity. Finally, high interest children were reported to have more children's books in the home (Mason, 1983). From these previous studies, the following hypotheses were developed for the present study.

1. There will be no significant difference between the means of Preschool Children's Reading Attitudes based on Household Income.
2. There will be a significant difference between the means of Preschool Children's Reading Attitudes based on the Reading Time Commitment in the Home, specifically:

- (a) the amount of time the child looks at books;
- (b) the number of specific times the parents regularly read to the child or look at books with the child;
- (c) the amount of time the parents spend in personal reading for enjoyment;
- (d) the amount of time the parents spend in personal reading for information;
- (e) the number of people who read to the child or look at books with the child.

3. There will be a significant difference between the means of Preschool Children's Reading Attitudes based on the Physical Literary Environment of the Home, specifically:

- (a) the number of books in the home;
- (b) the number of places where books or other reading material are found in the home;
- (c) specific places where the parents regularly read to the child;
- (d) the type of material most read by the mother;
- (e) the type of material most read by the father.

4. There will be a significant relationship between Preschool Children's Reading Attitudes and the Parents' Attitudes Toward Reading.

Definition of Terms

For the purpose of this research investigation, the following definitions of terms will be used:

1. Attitudes - Attitudes are considered to consist of a system of feelings related to reading which causes the learner to approach or avoid a reading situation (Alexander & Filler, 1976).

2. Reading - The process of reading is defined as looking at pictures, books or other printed material, as well as being read to by another person (Saracho, 1988).

3. Home Literary Environment - The home literary environment is defined as the factors involved in creating a literary or nonliterary atmosphere in the home, including the availability of literary materials in the home, the amount of reading done alone with children, reading guidance and encouragement, and parents as model reading examples (Hansen, 1969).

4. Reading Time Commitment in the Home - Reading time commitment in the home is defined as the amount of time the preschool child looks at books or other reading material, how often other people read to the preschool child or look at books with the preschool child, specific times the parents regularly read to the preschool child or look at books with the preschool child, and the amount of time each parent spends in personal reading for enjoyment and information in the home.

5. Physical Literary Environment - The physical literary environment is defined as the number of children's and adult books in the home, where books or other reading material are in the home, specific places where the parents regularly read to the preschool child or look at books with the preschool child, and the type of materials each parent spends the most time reading.

CHAPTER II

LITERATURE REVIEW

Theoretical Framework

Fogel and Thelen's (1987) dynamic systems approach provides a base for this investigation. This approach states that the environment can move the system into new modes, leading to behavioral performances that a child alone, or in another environment, could not produce. The element acting as the primary agent of change, driving the system through a phase shift, is the control parameter. In dynamic systems approach, there is no formal difference between endogenous and exogenous control parameters. The environment can provide control parameters that combine with those available to the child to create behavior. During social interaction between parent and child, adults can temporarily enhance a child's performance beyond what the child could do alone. Through this scaffolding and interaction, adults provide an extrinsic control parameter. The emergent behavior this produces is not hard wired, but rather assembled in the context of the adult-child interaction (Fogel & Thelen, 1987). It is interaction and scaffolding in the area of reading and parent's modeling that this research targets. The literary environment of the home will be examined in relation to the preschool child's attitude toward reading.

Organization of Literature

Reading attitudes are complex and somewhat difficult to define. Various researchers have developed instruments to assess children's reading attitudes. The first section of this literature review describes the development of different instruments as well as studies involving the use of these instruments in attitude assessment. Although this present research study involves only preschool age children and uses Saracho's (1988) Preschool Reading Attitude Scale, other studies and instruments centering around older children provide an historical background and the basis for work with younger children. Studies directed at older children led to the need for research with preschool age children. Therefore, studies designed around the development and implementation of reading attitude instruments for non-preschool age children will be included.

The first section is organized around Dupois and Askov's (1982) categories of various assessment techniques. The second section contains studies showing a relationship between reading attitudes and interests, and the home environment. The final section, reviews literature dealing with the importance of parents and the home in the formation of reading attitudes.

Reading Attitude Assessment Instruments

Assessing reading attitudes and interests is a difficult, yet necessary task. Dupois and Askov (1982) described several different assessment techniques including teacher assessment of students, students assessing each other and student self-

assessment. Teacher assessment of reading attitudes may be accomplished through anecdotal records, rating scales, checklists and interviews. Assessments which ask students to provide information about themselves are usually one of four types ranging from more subjective and unstructured, to more objective and structured. These four types are: (a) open-ended, where the student is asked to complete sentences or to answer questions; (b) paired-choice, where the student is asked to choose between two given set of items; (c) summated, where the student is asked to agree or disagree with statements on a Likert-type scale; and (d) semantic differential, as developed by Osgood, using a set of bipolar adjectives to rate the topic.

Using Dupois and Askov's (1982) categories, the development of teacher assessment procedures will be described including interviews, (Mason, 1967; Ransbury, 1973; & Saracho, 1984b) rating scales, (Rowell, 1972) and checklists (Heathington & Alexander, 1979; & Saracho, 1984a). This will be followed by research involving the development and use of assessment techniques using an open-ended format, (Lipsky, 1983) paired or forced choice, (Askov & Fishback, 1973; LePage & Mills, 1990; Heimberger, 1970; & Schotanus, 1967) and summated or Likert-type scales (Estes, 1971; Dulin & Chester, 1979; Redelheim, 1976; Saracho, 1987; Wallbrown, Levine, Singleton & Engin, 1981; Wallbrown & Wisneski, 1981; Blaha & Chomin, 1981; Wallbrown & Cowger, 1982; Berkowitz & Engin, 1984; Hummel & Fisher, 1985; Lewis & Teale, 1982; McKenna & Kear, 1990; Saracho, 1986; Saracho, 1984-1985; Saracho & Dayton, 1989).

Mason (1967) interviewed 178 preschool children about reading. Each child was asked individually: (a) Do you like to read? (b) Would you like to be able to read? (c) Does anyone in your family like to read? and (d) Do you like him/her/them to read? Many of the children responded affirmatively to the first question, and after about half of the children had been interviewed, a second question followed an affirmative response of, "Can you do it all by yourself?" More than 90% of the children answered "Yes" and believed that they could read by themselves.

The responses to the second question were predictable based on responses to the first question. Most of the children who said they did not like to read because they did not know how, wanted to learn how. In response to the third question, most of the children reported someone read in their home. A plurality named their mother as the reader, and some named both parents, or just their father. Most children responded favorably to the fourth question, however, a few elaborated. One four-year-old girl stated that she liked her parents to read stories, but not to read letters and newspapers. A 5-year-old boy reported he did not like people to read, and all that was reported to be read in his home were newspapers. Another 5-year-old girl stated, "Mother makes my brother read. He doesn't like it, but he has to." She did not like her brother to read. These statements make the point that preschool attitudes toward reading may be learned, based on past experiences. Mason (1967) suggested that educators who tell parents to read for themselves and to their children may need to give cautions. Negativism toward reading shown by some of the preschoolers, is an attitude that has been learned. Children may be

ignored when parents are reading, and may become as negative toward reading as the child whose older siblings complain about reading assignments.

Ransbury (1973) stated that literature concerning reading attitudes largely consists of two types of research: (a) Does a child's attitude toward some particular object change after having read about it, and (b) Does a child's attitude change toward reading following exposure to a new reading method or to new reading material. However, she felt other information may be useful to researchers, such as: (a) What behaviors are perceived by children, teachers and parents as indicative of reading attitude? and (b) What factors significantly influence children's reading attitudes? Ransbury (1973) interviewed 60 children in fifth and sixth grade, their parents and their teachers, and asked them to describe the reading behaviors of someone who apparently enjoyed reading, and the behaviors of someone who did not. The children, teachers and parents did not select the same behaviors as indicative of attitude toward reading. The children associated attitude with verbal statements about merits of reading, with the number of reading materials and the coupling of reading with other activities. They made statements such as, "He says he likes to read," "He has his own library at home," or "He reads while he is in the bathroom." Parents contended that it was the frequency of reading and the diversity in types of materials that indicated attitude toward reading. Parents' statements were, "He reads whenever he has a free moment," or "He reads newspapers, magazines and library books." Teachers associated reading attitude most strongly with the child's intelligence. Teachers' comments included, "He finishes all of his assignments

efficiently and correctly; therefore, he enjoys reading,” or “He is very bright, he likes to read.” Children contended that the example set for them by their parents, as well as their own abilities, affected their attitudes. The influence of parents was perceived by teachers, children and parents as greatly affecting a child’s reading attitude. The diversity of these descriptions of behavior perceived as indicative of reading attitudes demonstrated the need for effective assessment instruments.

Saracho (1984b) interviewed 60 children between the ages of three and five to assess their understanding of the reading process. They were each asked three questions: (a) What do you see as reading? (b) Who reads? and (c) Where do people read? To the first question, most of the responses were reading (30%), books (25%), no response (20%) and stories (13%). To the second question, most of the responses showed that their mother (44%) and their teacher (38%) reads to them. To question 3, the children’s responses were categorized as (a) school (45%), (b) home (42%), and (c) community (14%). Saracho concluded that these children’s responses indicated that young children’s concepts of reading are influenced by their immediate experiences and developmental characteristics.

Rowell (1972) stated three conclusions about attitudes: (a) attitude is reflected in children’s behavior, (b) behavior can be recorded by an observer using a properly designed instrument, and (c) an instrument used by an observer to measure attitude toward reading should provide the observer with degrees of reaction to reading attitudes. Thus, A Scale of Reading Attitude Based on Behavior was developed. Three categories were selected to represent the comprehensive picture of reading

in elementary schools: (a) reading for pleasure, (b) reading for content area, and (c) reading as it takes place in the classroom. The scale consisted of 16 items on a Likert-type scale. For purposes of reliability when using the scale, the observer must have more than a brief period of observation to complete the scale. In 1966, to establish reliability, four student teachers were asked to complete the reading attitude scale and then their supervising teachers completed the scale on a random third of the children. The overall average coefficient was .88, which was considered satisfactory. To establish validity, the student teachers and supervising teachers each gave summated ratings of 5 to 1 to each child based on their attitudes, thus separating them into five groups, ranking from high to low. Validity coefficients averaged .70, which was considered acceptable. Although this scale was developed for children with critical reading problems, Rowell (1972) stated that it can be used with other children.

Heathington and Alexander (1979) chose to use observations and a ten question checklist to assess attitudes. Observations, which have long been used to determine strengths and weaknesses in reading skills, need to be comprehensive and over a period of time. To develop the checklist, 60 children in grades one through six were interviewed. They were asked, "What do children your age say and do when they dislike reading?" and "What do they say and do when they like reading?" The children's responses were categorized and used to construct the ten question, quick assessment checklist. The authors felt that a two week observation period would be sufficient time to observe and would be indicative of reading attitudes. The

checklist was considered by the authors to be beneficial to teachers because: (a) it is a listing of behaviors children feel are indicative of positive and negative attitudes toward reading, (b) it is concise and quick to use, (c) it can be used as a diagnostic tool for examining reading in various environments, and (d) it is comprehensive in that it views reading behaviors over time and in different situations.

Saracho (1984a) developed the Preschool Reading Attitudes Observation Checklist (PRAOC), to assess young children's observable behaviors toward reading. The PRAOC was derived from Rowell's 1972 study and based on his conclusions about attitudes and observations. Heathington and Alexander's 1979 observation checklist became the basis for the PRAOC. Development of the PRAOC, like Heathington and Alexander's checklist, was based on the responses of 80 children, ages 3 to 6 years, to the questions, "What do children your age say and do when they like reading?" and "What do children your age say and do when they do not like reading?" The children's responses were placed into four environmental categories: (a) school reading activities, (b) non-school reading activities, (c) library reading activities, and (d) general reading activities. The PRAOC consists of eleven "yes", "no" statements for the teacher to use after a period of observation. Saracho stated that the PRAOC can be used with ease because it is: (a) brief enough for classroom teachers, (b) easy to administer, (c) identifies reading behaviors which children view as positive or negative, (d) serves to diagnose several areas of the child's reading environment, and (e) assesses young children's reading behaviors at different times and circumstances.

Lipsky (1983) stated that educators generally agree that positive attitudes are essential on the part of the learner. To assess effects of home, school, peers and cultures on attitudes of fifth grade boys, a picture-story technique was developed. The Reading Attitude Imagination Technique (RAIT) was developed. Nine ambiguous pictures which involved the reading process were developed and presented to the sample of 20, fifth grade males. The students were instructed to: (a) Make up a story about each picture giving it a beginning and ending, and (b) Tell what the people in the picture are thinking and feeling. Their responses were tape recorded and examined for covert negative or positive statements. One hundred and nine of these covert negative and positive statements were agreed upon by the investigators and assigned values of plus one to positive statements, and minus one to negative statements. Using these 109 statements, the RAIT was administered to 118 subjects, previously separated into the top 25%, and the bottom 25% in reading scores. Means, variances and t-tests were computed. The t-ratios were significant on eight of the nine pictures. Results suggested that the higher reading achievers held a more positive attitude toward reading.

Askov and Fishback (1973) described refinement of the previously developed Primary Pupil Reading Attitude Inventory. The inventory used a paired choice format where the child was asked to choose between a picture of a child reading and a child engaged in another recreational activity. The 11 pictures were paired in 30 different ways, but only 18 included a reading picture as a choice, and the other 12 were distractors. Gender specific versions of the pictures were used. Askov

and Fishback (1973) administered the Primary Pupil Reading Attitude Inventory in conjunction with the Word Reading and Paragraph Meaning subtests of the Stanford Achievement Tests, to first and third graders. Attitude scores were significantly related to Paragraph Meaning scores, but not to the Word Reading subtest. Other findings showed that the girls had more positive attitudes toward reading than the boys. Grade placement did not show a significant relationship to attitudes and the attitudes scores were constant from Spring to Fall of that year.

LePage and Mills (1990) used the Primary Pupil Reading Attitude Inventory with 4- and 5-year-olds in a study to explore the relationship between a picture symbol prereading program and attitudes toward reading. Children who were involved in picture symbol prereading activities showed an improvement in reading attitudes.

Heimberger (1970) researched the Sartain Reading Attitudes Inventory, devised by Dr. Harry W. Sartain, to show how children in grades 1 through 4 feel about reading. The inventory consisted of four sections, Recreational Reading, Work-Type Reading, Learning to Read and Social Value. Children were read a total of 37 forced choice items and the child chose between one of two statements, one implying interest in reading and one implying interest in a different type of activity. A 1964 study by Edward Canan showed good reliability for the Sartain Reading Attitudes Inventory and in 1968-1969, norms were established for grades 2 through 4. The sample size was 1,093 and took into consideration income level. In this study, no

differences in children's attitudes were detected as related to their socioeconomic level.

Schotanus (1967) adapted the Activity Preference Test to study the relationship of the difficulty of reading material and attitude toward reading. Forty, second graders, half of whom exhibited favorable attitudes toward reading and half who exhibited unfavorable attitudes, were involved. The Adapted Activity Preference Test consisted of seven pictures containing reading and non-reading activities which were paired in 21 ways and presented to the children. They were instructed to choose which of the two pictured activities they would rather do. An interview, informal reading inventory and a second administration of the preference test provided additional data. This study indicated that the difficulty of the reading materials was not significant in determining the children's attitudes.

Estes (1971) developed a five point Likert-type scale for measuring children's attitudes. The scale was constructed based on contributions of high school and elementary school teachers about children's attitudes. There were 28 items on the initial scale which was administered to a sample population. Analysis of this sample data resulted in the final, 20-item scale.

Dulin and Chester (1974) researched the Estes Scale and validated it with a secondary population of 140 eleventh graders. Two sets of data were collected: (a) the students' responses to self-rating scales, and (b) teachers' judgments of the children's attitudes in terms of rating scales. Their results indicated that the Estes Scale was a very powerful instrument for measuring levels of positive attitudes

toward reading and books. It was highly correlated with self-perceived and teacher-perceived ratings.

Lewis (1979) developed an attitude scale for third, fourth and fifth graders based on the Estes Attitude Scale. Revisions made on the Estes scale involved reducing the level of reading comprehension needed for reliable responses, and the reduction of response categories from a five point Likert-type scale, to a 3-point scale of "yes", "sometimes", and "no." This scale was administered to 214 third, fourth and fifth graders and indicated an acceptable level of consistency. Children's scores were compared to teacher ratings and showed acceptable reliability.

Redelheim's (1976) research goals were to develop a non-reading instrument for measuring kindergarten through second grade children's attitudes toward reading, and expanding the definition of reading to include a conception that these young children have of it. The Children's Attitudes toward Reading Test (CHART) defined reading by including photographs of a variety of reading or reading-related settings, both instructional and recreational, in the school, the home and in stores. Four dimensions of reading were included: (a) Instructional reading, (b) School Recreational reading, (c) Home and Recreational reading, and (d) Outdoor Recreational reading. Photographs were taken depicting various reading activities and 48 were printed, through a 50% screen which created a dotted effect, ambiguous in detail. This was done to provide each child the opportunity to project him/her self in the picture and the activity. These pictures were presented to 111 kindergarten, first, and second graders, who served as judges as to if the pictures represented

something about reading. Thirty-six pictures were selected and reprinted for group administration. Directly below each picture were three empty boxes and children were directed to mark whether the picture showed something he/she would like to do, would not like to do, or was not sure about. The final form was administered to 166 kindergarten, first, and second graders. Reliability was acceptable with Coefficient Alpha values of .94, .86, and .82 for the three grades respectively, and test-retest reliability coefficients were .65, .78, and .79. To validate CHART, children rated themselves and teachers rated children. Self-ratings of the children more closely reflected CHART scores than did teacher ratings. Redelheim (1976) concluded that since the evidence supported both reliability and validity scores of CHART, reading needs to be defined more broadly if an accurate assessment of student attitude toward reading is to be made.

Saracho's (1987) concern about the relationship between children's reading and patterns that reflect their attitude toward reading, stimulated the development of the Young Children's Reading Attitude Scale as a way to identify attitudes at a young age. The attitude scale uses the same ten items as the checklist Saracho (1984a) devised for observation. The items are read to the children who respond on a 3-point Likert-type scale depicted by a happy face (score of 3), a neutral face (score of 2), and a sad face (score of 1). The child's total score is indicative of his/her attitude toward reading.

Wallbrown, Levine, Singleton and Engin (1981) researched the multidimensionality of reading attitudes. They revised the Survey of Reading Attitudes which

originally consisted of 150, five point Likert-type items obtained from students and teachers, as well as professional literature concerned with reading. Factor analysis resulted in the categorizing of seven dimensions of reading attitude: (a) Expressed Reading Difficulty, (b) Reading as Direct Reinforcement, (c) Reading as Enjoyment, (d) Alternative Learning Modes, (e) Reading Groups, (f) Silent versus Oral Reading, and (g) Comics. Items were developed to measure some of the weaker dimensions and a new set of items were written to measure the eighth dimension of Reading Anxiety, as advised by teachers. The new version of the Survey consisted of 88 Likert-type items. This second edition was administered to 600 students, then more revisions were made. The third edition consisted of 92 Likert-type items designed to measure the eight dimensions of reading attitudes. Wallbrown et al (1981), chose a sample of 159 fifth and sixth graders to administer the third version of the Survey. In general, the reliability estimates obtained for the eight dimensions were favorable when compared to other measures of attitudes. The authors reported that this may not be generalized to students with other socioeconomic and ethnic backgrounds.

Wallbrown and Wisneski (1981) reported that the Survey of Reading Attitudes is a very promising instrument for measuring reading attitudes. They reported that reading attitude is a complex, multifactoral phenomenon and that with a heterogeneous sample, eight dimensions of reading attitude are likely to be obtained. Wallbrown and Wisneski (1981) chose a sample of 90 fifth-grade students diagnosed as having reading problems to administer the third version of the Survey of Reading

Attitudes. Reliability estimates were highest for the dimensions of Expressed Reading Difficulty, Reading as Enjoyment, Reading as Direct Reinforcement and Silent versus Oral Reading. The other four dimensions had reliability estimates between $\alpha = .72$ and $.67$.

Blaha and Chomin (1981) used the second edition of the Survey of Reading Attitudes with 344 inner-city Detroit fifth graders to investigate the construct validity of the eight dimensions of reading attitudes. Overall, their findings indicated support for the reading attitude dimensions of Expressed Reading Difficulty, Reading as Enjoyment, Silent versus Oral Reading and Alternative Learning Modes. However, Reading Anxiety merged with the Expressed Reading Difficulty dimension, and the Reading as Direct Reinforcement and Reading Group dimensions merged into a single dimension and had some overlap with the Reading as Enjoyment dimension. Finally, a single Comics factor split into the two factors of Comic Books and Newspaper Comics.

Wallbrown and Cowger (1982) administered the third edition of the Survey of Reading Attitudes to 235 intermediate grade students in a suburban parochial school. Normative data were gathered for the eight dimensions of reading attitude. However, a disclaimer for use of these norms beyond the sample studied was presented based on the belief that reading attitudes are influenced by a wide array of variables, such as emotional climate of the classroom, school and community.

To expand the normative data for the Survey to an additional population and school setting, Berkowitz and Engin (1984) administered the Survey of Reading

Attitudes to 167 intermediate and high school students who were enrolled in private schools for Learning Disabled children. The results showed no appreciable attitude difference based on gender. Other findings indicated that the LD students scored generally higher on Expressed Reading Difficulty, lower on Reading as Enjoyment, and higher on Alternative Learning Modes and Reading Anxiety. When compared to normative data collected by Wallbrown and Wisneski (1981), Wallbrown, Levine, Singleton and Engin (1981), and Wallbrown and Cowger (1982), the standard deviations suggested little variability, and the standard error of measurement was fairly consistent, lending support to the statistical soundness of the instrument.

Hummel and Fisher (1985) administered the Survey of Reading Attitudes and the Bundy Reading Preference Survey to 130 fourth and fifth grade students in order to investigate the relationship between children's attitudes toward reading and their reading interests. It was hypothesized that children with positive attitudes would show interest in all types of books. The results indicated a significant relationship between Reading as Enjoyment and reading interest. Students who saw an intrinsic value in reading had a greater interest in a variety of kinds of books.

Lewis and Teale (1982) investigated the applicability, to upper primary school children, of a multidimensional conceptualization of attitude toward reading. They employed a self-report questionnaire consisting of 40 Likert-type items representing three attitudinal scales: (a) Individual Development, (b) Utilitarian, and (c) Enjoyment. This version was administered to 263 fourth and sixth grade students. On the basis of these results, modifications were made and administered to 762

fourth and sixth grade students. The students did not discriminate between valuing reading as a means of facilitating individual development, and valuing reading as a means of facilitating success at school and work. However, the students consistently were more likely to discriminate between valuing reading, and enjoying it. It was concluded that primary school children hold attitudes about reading that are multidimensional.

McKenna and Kear (1990) set out to produce a public-domain instrument to enable teachers to estimate children's reading attitude levels efficiently and reliably. The authors agreed that the survey must: (a) have a large-scale normative frame of reference; (b) comprise a set of items selected on the basis of desirable psychometric properties; (c) be empirically documented for reliability and validity; (d) be applicable to grades 1-6; (e) have a meaningful, attention-getting, student-friendly response format; (f) be suitable for group administration; and (g) have separate subscales for recreational and academic reading. The pictorial response format used consisted of four sketches of the Garfield cartoon character in poses representing very happy to very upset. The children were read questions related to reading which were a compilation of previous surveys, and then instructed to indicate which of the Garfield poses represented how they felt about each. The instrument, The Elementary Reading Attitude Survey (ERAS), was tested and revised until a 20-item refined scale remained. This was then administered to 18,000 children in grades 1-6 to establish validity, reliability and produce norms.

Saracho (1986) set out to design a non-reading scale to assess reading attitudes of 3-, 4- and 5-year-old children. This was based on the belief that there had been too little research in this area and that which did exist was not relevant for young children. Previous studies were limited in one or more ways because: (a) they were developed for older children (Estes, 1971; Heathington and Alexander, 1978); (b) they represented reading in only one dimension, either instructional or recreational (Askov, 1972); (c) they had an inappropriate format in the mode of presentation or recording for 3-, 4- and 5-year-olds; or (d) they used an instrument that is too long for young children. The process for constructing the instrument, The Preschool Reading Attitude Scale (PRAS), involved six steps: (a) designing the instrument, selecting the type of instrument, conducting interviews and identifying appropriate items; (b) pilot testing and refining; (c) administering the refined instrument; (d) examining validity; (d) estimating reliability; and (f) revising the instrument. The PRAS was designed to include the following characteristics. It (a) required no reading from the child, (b) required minimal time for administration and scoring, (c) items were representative of children's perceptions and feelings toward reading, (d) was valid and reliable, (e) took into account that attitudes should be measured throughout children's most progressive years (3-5), and (f) measured important aspects of children's reading environment. Construction of the items was taken from a pool of responses from 102, 3-, 4-, and 5-year-olds during open interviews. The children were asked questions of what reading meant to them, where does reading occur, describe someone their age who likes to read or be read to,

and someone their age who does not. From the responses, a 34-item version, with approximately eight to nine items per subscale, was developed. The report format was a five-point Likert-type scale consisting of faces showing emotions ranging from very happy, to very sad. Children were asked how they felt about reading experiences in those terms. This scale was administered to a sample population of 180 3- to 5-year-old children. Based on the pilot test and item analysis, refinements were made. Because children tended to chose the extremes on the five point Likert-type scale, it was reduced to a 3-point Likert-type consisting of a happy face, neutral face and sad face in sex specific formats (Saracho and Dayton, 1989).

Saracho's (1986) refined PRAS consisted of 25 items. This refined version was administered individually to 2,323, 3- to 5-year-old children. To avoid frustration, the test was broken into three sessions with a break between each session. Content and criterion-related validity were secured through interviews with reading, and early childhood experts who appraised the content and clarity of the PRAS. Teachers also participated in validation by assessing their children's classroom habits as related to reading. The teachers' responses and assessments of the children's reading attitudes were compared to the PRAS scores and found to be predictable and significant.

The statements on the attitude scale were grouped into four main categories: (a) School Reading Activities (SRA), (b) Nonschool Reading activities (NRA), (c) Library Reading Activities (LRA), and (d) General Reading Activities (GRA). Reliability was computed using split-half with a Spearman-Brown correction for

attenuation and a test-retest method. Using a Spearman-Brown Reliability Formula, reliability on the major categories was: SRA = .86, NRA = .85, LRA = .90 and GRA = .85. The test-retest reliability coefficient for the total score was .95.

Because the refined instrument was rather lengthy for children of this age, the most significant statements were identified using factor analysis and twelve items/statements were retained for the final form of the PRAS. Reliability and validity estimates were obtained for the final version using the same procedures as for the longer version. Test-retest reliability ranged from .92 to .98 and internal consistency (split-halves) reliability coefficients were: SRA = .86, NRA = .84, LRA = .85 and GRA = .84. Again teachers were asked to characterize their children's attitudes toward reading and these were compared to the children's PRAS score. The results showed predictable and reliable significance at the .001 level, supporting the assumption that 3-, 4- and 5-year-olds were able to understand and respond to the 12-item attitude scale. Saracho (1988) stated that the PRAS can be a useful tool for teachers as they work to improve children's attitudes. It can help identify reading experiences that children like or dislike, because negative reading attitudes need to be modified and positive attitudes need to be reinforced.

Saracho (1984-1985) used the PRAS to identify dimensions of young children's attitudes toward reading. Four dimensions were found as related to reading attitudes of 3-, 4-, and 5-year-old children: (a) reading books in general, (b) reading printed materials in school, (c) reading books in the library, and (d) reading books in the classroom. The first three dimensions were strongly identified and the fourth

was more weakly and narrowly defined. This information could be useful in planning reading activities for young children.

Saracho and Dayton (1989) used the PRAS consisting of 34-items to identify dimensions of reading attitudes among young children, and to look for dimensional changes that may reflect developmental changes from 3- to 5-year-olds. The subjects were 2,232 3- to 5-year-olds. After administration, factor analyses were performed by age and sex. Two factors reflective of reading attitudes were identified for each age group. Three-year-olds showed general reading as Factor 1 and library reading as Factor 2, four year olds showed general reading as Factor 1 and listening and library as Factor 2, and five year olds showed oral reading as Factor 1 and library reading as Factor 2. There was little gender specificity of factors. These changes may be reflective of the children's reading interests and skills.

Reading Attitudes and Home Literary Environment

Hansen (1969) conducted a study of the effect of the home literary environment on children's reading attitudes. The home produces the first, most insistent impact on the child. Generally, previous studies relating the home environment and reading have used two measures; the home environment was measured using status characteristics, such as father's education, occupation, income, type of dwelling or type of neighborhood, and reading was generally measured by an achievement test. Using status characteristics as a measure of the home environment, the only way to change or improve the environment is to change status, which may be a

difficult, and perhaps impossible, task (Hansen, 1969). These conventional measures tended to focus on what parents are, and not on what they do. They reveal little about the environment of the home (Greaney, 1986). Hansen (1969) hypothesized: (a) the relationship between a measure of the home literary environment and the child's reading attitude will be greater than the relationship between the parent's socioeconomic status and the child's reading attitude, (b) the relationship between the home literary environment and reading attitude will be greater than the relationship between test IQ and reading attitude, and (c) the relationship between a measure of the home literary environment and reading test achievement will be greater than the relationship between parent's socioeconomic status and reading test achievement.

Hansen (1969) developed a questionnaire to measure the home literary environment in four areas: (a) availability of literary materials in the home, (b) amount of reading done alone with the child, (c) reading guidance and encouragement, and (d) parents as model reading examples. A questionnaire was also developed to measure individual reading attitude differences. Forty-eight, fourth grade children were selected to study. Their mother's were interviewed using the home literary environment measure.

In testing the first two hypotheses, the home literary environment was the only significant contributor to independent reading. Father's occupation and education, as well as the child's test IQ score, showed no significant relationship to reading attitude. Girls in the study showed a significantly more positive attitude toward

reading. Hansen concluded that the home environment can be studied with more direct measures than social class. Voluntary readers come from homes with a supportive "literary environment," as indicated by the availability of books, amount of reading done with the child, reading guidance and good models of voluntary readers. The study also suggested that parents need to consider the effect early environment has on later reading patterns. It matters more what parents do in the environment, and with the environment. For parents to feel that a good occupation and high income will insure literary experiences for children is misleading. Hansen (1969) suggested that more research is needed in order to formulate more clear-cut conclusions about the relationships between children's reading attitudes and their home literary environment.

Mason (1983) conducted a study to describe the (a) free-time home activities of children who demonstrated high or low interest in literature, (b) characteristics and activities of parents of the two groups, (c) school behaviors of children in the two groups, and (d) nature of literature environments within classrooms of children of the two groups. The 21 kindergarten children in the study were observed, evaluated, and presented with a forced choice attitude survey to determine their attitudes toward reading. A home environment questionnaire was completed by the parents including information pertaining to parent leisure activities, parent-child interactions with books, the accessibility of books in the home, child television viewing habits and free-time activities. Teachers filled out diagnostic forms in order to help determine school behaviors, and the children were given the TOBE 2

Language Test, Level K, to determine their percentile rank on a standardized reading readiness test.

The results showed that children with high interest in literature looked at books more frequently, were more likely to have library cards and were taken to the library more often. Most of the high interest children were read to daily, whereas the low interest groups were read to once a week or less. A large percent of the high interest children had parents with a college degree or graduate degree. The parents of high interest children chose reading as a leisure activity significantly more. Novels and magazines associated with pleasure and recreation were indicative of high interest group parents, but newspapers and work related material were read by both groups. All parents had children's books in their home, but high interest children had more, and were more likely to have books in all parts of the home. Books in the child's room and the kitchen were more characteristic of high interest children. These findings indicated that the home exerts a strong influence upon children's interests from a very young age (Mason, 1983).

Parents, the Home and Reading Attitudes

Children form attitudes about literature based on individual experiences with books and reading (Glazer, 1991). Children can be encouraged to become involved and to develop positive attitudes toward literature through regular reading and careful selection of stories and poetry. Parents who share literature with their children are providing a base of understanding of the reading process, of human

relations, and of the enjoyment that books can bring (Glazer, 1991). The primary goal of literature programs in preschool and the primary years is the creation of positive attitudes toward literature. Children who enjoy and value literature will continue to read and experience it, and will have found a lifelong source of emotional and intellectual enrichment (Glazer, 1991).

In 1983, the National Academy of Education established the Commission on Education and Public Policy composed of experts on various aspects of reading, and formed the Commission on Reading. Among their recommendations was that parents should read to preschool children and informally teach them about reading and writing. Parents should support their children's continual growth as readers by encouraging reading as a free time activity, taking them to the library and buying books (National Academy of Education, 1985).

Machado (1990) proposed that parents have a better chance than teachers to help children form positive attitudes about books and reading because of their close, personal relationship. Therefore, adults and older children who are literate and who model reading and writing can instill attitudes that these are worthwhile activities. The more the child is exposed to pleasurable reading activities, the greater will be their interest in reading. Machado (1990) also stated that family book collections build a child's positive attitude concerning books as personal possessions and gives books status.

Kontos (1986) summarized what parents should do to create a literate environment in their home. They should provide an environment where: (a) young children

can see and hear adults read, write and converse in their daily lives; (b) young children can read, write, speak and listen in spontaneous situations meaningful to the child, with adults and other children; and (c) young children can engage in print related activities during play such as (pretend) reading and writing. A major reason young children want to learn to read is that they see the people they admire doing it. Therefore, modeling reading and providing ample materials for children's play reading and writing are important components of early literacy curriculums.

Jewell and Zintz (1986) described natural readers as those who independently look at books and stories, and recreate the stories, request books and stories and enjoy reading and being read to. These children have grown into reading without having passed any major milestones and without undue stress, pain or strain. These children were read to at home, both formally and informally. A wide variety of printed material was available in their home. However, parents of natural readers not only provided material, but read regularly themselves. They demonstrated the importance and pleasure of reading.

Summary

The area of attitudes and reading have slowly become recognized for their importance to the learning process and future reading. Past studies have focused on children beyond the preschool years of three, four and five (Ransbury, 1973; Heathington and Alexander, 1979; Lipsky, 1983; Askov and Fishback, 1973; Heimberger, 1970; Schotanus, 1967; Estes, 1971; Lewis, 1979; Redelheim, 1979; Wallbrown,

Levine, Singleton and Engin, 1981; Wallbrown and Wisneski, 1981; Blaha and Chomin, 1981; Wallbrown and Cowger, 1982; Berkowitz and Engin, 1984; Hummel and Fisher, 1985; Lewis and Teale, 1982; McKenna and Kear, 1990; Hansen, 1969; and Mason, 1983). Only a few research investigations involved 3-, 4- and 5-year-old children (Mason, 1967; Saracho, 1984b; Saracho, 1984a; LePage and Mills, 1990; Saracho, 1986; Saracho, 1984-1985; and Saracho and Dayton, 1989). The home literary environment has been recognized as important, but it has not been thoroughly researched. Two investigations have been conducted to research the home literary environment. Hansen (1969) and Mason (1983) studied the home literary environment relating it to fourth grade children and kindergarten children, respectively. Although these studies have enhanced the amount of knowledge in this area, no study has been conducted to examine the relationship between the home literary environment and the preschool age child. The home has a profound impact on the child, and during these formative years this impact needs to be examined. This study will, therefore, examine the relationship between the preschool child's attitude toward reading and their home literary environment.

CHAPTER III

METHODOLOGY

Procedures

This study involved survey research using two surveys developed by the author specifically for the data collected (see Appendix A), and the Preschool Reading Attitude Scale (PRAS) (see Appendix B) developed by Dr. Olivia Saracho (Saracho, 1986). The purpose of survey research is to serve as a means of gathering information that describes the nature and extent of a specified set of data ranging from physical counts and frequencies, to attitudes and opinions. This information can be used to answer questions that have been raised, and generally to describe what exists, in what amount, and in what context (Isaac and Michael, 1981).

To obtain the necessary data for the study, parents of 3-, 4- and 5-year-old children in three, full day programs were sent letters explaining the research, consent forms (see Appendix C) and a copy of the Parents' Surveys with instructions for completion (see Appendix A). This was accompanied by the request that they complete and return the surveys by a specified date to an assigned location in their child's preschool. The letters and surveys were coded with a family identification number prior to data analysis to ensure confidentiality.

After parents had returned the consent forms and surveys, and upon permission from the teacher and child, the author took each child to another part of the school, away from the other children, and administered the PRAS. The child was asked "How does it make you feel when..." followed by the 12 PRAS statements. The child was told to point to one of the three faces, happy, neutral or sad, to indicate how they felt. Gender specific pictures were used. The child's responses were scored as 3 for a happy face, 2 for a neutral face and 1 for a sad face on the scoring sheet (see Appendix B), which was coded with the family identification number. One girl initially refused participation. The next time PRAS administration was done at that preschool, she chose to participate. Another child who initially chose to participate did not cooperate during the administration, and that session was terminated. On another visit to the preschool, he was readministered the PRAS.

Research Design

The independent variables were questions taken from the Parents' Surveys. Table 1 indicates the independent variables for each hypothesis and the questions from the Parents' Surveys that solicited that information. Section two of the first Parent's Survey and the Second Parent's Survey are identical. Therefore, only Section 2 will be referenced and will be indicative of both surveys (see Table 1). The sum of each child's PRAS was the dependent variable. These PRAS sums were compared to each independent variable using analysis of variance for hypotheses one, two and three, and Pearson correlation for hypothesis four.

TABLE 1
INDEPENDENT VARIABLES BY HYPOTHESES

Hypothesis	Independent Variable	Survey Question	Survey Section
H1	Household Income	2	1
H2	(a) Time child looks at books	5	1
	(b) Specific times parents read to child	9	2
	(c) Time parents spend reading for enjoyment	11	2
	(d) Time parents spend reading for information	12	2
	(e) Number of persons who read to child in the home	9, 10	1
		8	2
H3	(a) Number of books in the home	3, 4	1
	(b) Where books are found in the home	8	1
	(c) Specific place parents read to the child	10	2
	(d) Mother's reading material	13	2
	(e) Father's reading material	13	2
H4	Parents' reading attitude Likert scale	14-22	2

Null Hypotheses

The following hypotheses have been adapted to be null in nature.

1. There will be no significant difference between the means of Preschool Children's Reading Attitudes, as measured by the PRAS, based on Household Income, as measured by the Parents' Surveys.

2. There will be no significant difference between the means of Preschool Children's Reading Attitudes, as measured by the PRAS, based on the Reading Time Commitment in the Home, as measured by the Parents' Surveys, specifically:

- (a) the amount of time the child looks at books;
- (b) specific times the parents regularly read to the child or look at books with the child;
- (c) the amount of time the parents spend in personal reading for enjoyment;
- (d) the amount of time the parents spend in personal reading for information;
- (e) the number of people who read to the child or look at books with the child.

3. There will be no significant difference between the means of Preschool Children's Reading Attitudes, as measured by the PRAS, based on the Physical Literary Environment of the Home, as measured by the Parents' Surveys, specifically:

- (a) based on the number of books in the home;
- (b) where books or other reading material are found in the home;
- (c) specific places where the parents regularly read to the child;
- (d) the type of material most read by the mother;
- (e) the type of material most read by the father.

4. There will be no significant relationship between Preschool Children's Reading Attitudes, as measured by the PRAS, and the Parents' Attitudes Toward Reading, as measured by the Parents' Surveys.

Sample

The sample consisted of fifty 3-, 4- and 5-year-old children enrolled in all day programs in Stillwater, Oklahoma. Three full day programs were selected because of the similarities these children would experience and amount of time assumed

regularly spent out of the home environment. These particular programs were selected based on convenience and cooperation.

Instruments

Preschool Reading Attitude Scale (PRAS)

The Preschool Reading Attitude Scale (PRAS) was used to measure the children's reading attitudes (see Appendix B). The PRAS was developed and tested by Dr. Olivia Saracho (Saracho, 1986). The process for constructing The Preschool Reading Attitude Scale involved six steps: (a) designing the instrument, selecting the type of instrument, conducting interviews and identifying appropriate items; (b) pilot testing and refining; (c) administering the refined instrument; (d) examining validity; (e) estimating reliability; and (f) revising the instrument. The PRAS was designed to include the following characteristics: (a) required no reading from the child, (b) minimal time for administration and scoring, (c) items were representative of children's perceptions and feelings toward reading, (d) was valid and reliable, (e) took into account that attitudes should be measured throughout children's most progressive years (3-5), and (f) measured important aspects of children's reading environment. Construction of the items was taken from a pool of responses from one-hundred and two, 3-, 4- and 5-year-olds during open interviews. The children were asked questions about what reading meant to them, where does reading occur, describe someone their age who likes to read or be read to and someone their age who does not. From the responses, a 34-item version,

with approximately eight to nine items per subscale, was developed. The report format was a 5-point Likert-type scale consisting of faces showing emotions ranging from very happy to very sad. Children were asked how they felt about reading experiences in those terms. This scale was administered to a sample population of one-hundred and eighty, 3- to 5-year-old children. Based on the pilot test and item analysis, refinements were made. Because children tended to choose the extremes on the five point Likert-type scale, it was reduced to a three point Likert-type consisting of a happy face (scored as 3), neutral face (scored as 2) and sad face (scored as 1) in sex specific formats (Saracho and Dayton, 1989). Children's attitudes were scored based on this 3-point scale with a high score indicative of a positive attitude toward reading. Saracho's (1986) refined PRAS consisted of 25 items. This refined version was administered individually to 2,323 children, 3- to 5-years old. To avoid frustration, the test was broken into three sessions with a break between each session.

Content and criterion-related validity were secured through interviews with reading, and early childhood experts who appraised the content and clarity of the PRAS. Teachers also participated in validation by assessing their children's classroom habits as related to reading. The teachers' responses and assessments of the children's reading attitudes were compared to the PRAS scores and found to be predictable and significant.

The statements on the attitude scale were grouped into four main categories: (a) School Reading Activities (SRA), (b) Nonschool Reading activities (NRA),

(c) Library Reading Activities (LRA), and (d) General Reading Activities (GRA) (Saracho, 1986). Means and standard deviations for the totals of each subscale were reported. Reliability was computed using split-half Spearman-Brown correction for attenuation and a test-retest analysis. Using a Spearman-Brown Reliability Formula, reliability on the major categories was: SRA = .86, NRA = .85, LRA = .90 and GRA = .85. The test-retest reliability coefficient for the total score was .95.

Because the refined instrument was rather lengthy for children of this age, the most significant statements were identified using factor analysis and twelve items/statements were retained for the final form of the PRAS. Reliability and validity estimates were obtained for the final version using the same procedures as for the longer version. Test-retest reliability ranged from .92 to .98 and internal consistency (split-halves) reliability coefficients were: SRA = .86, NRA = .84, LRA = .85 and GRA = .84.

Again teachers were asked to characterize their children's attitudes toward reading and these were compared to the children's PRAS score. The results showed predictable and reliable significance at the .001 level supporting the assumption that 3-, 4- and 5-year-olds were able to understand and respond to the 12-item attitude scale.

Saracho (1988) described the PRAS as an instrument for group administration. Each preschool child is expected to follow along in a booklet while being read the 12 statements, and mark one of the three faces to indicate their attitude. For this study, the PRAS was not used as a group instrument, but was administered

individually by the author to each child. This did not require the child to follow along in a booklet and make a mark to indicate his/her attitude. Because that was the format used for validation of the PRAS, it was considered appropriate.

Parents' Surveys

The Parents' Surveys (see Appendix A) were used to gather demographic information, measure parents' reading habits and attitudes, as well as the literary atmosphere of the home. The information was gathered categorically, with open ended questions used only for demographics (e.g., age, occupation). The author devised these surveys based on information gathered in previous studies by Hansen (1969) and Mason (1983). The instrument was evaluated by four educators in the Child Development and Social Sciences fields and revised based on their recommendations. The revised version was presented to a sample of eight parents of preschool children who made recommendations and suggestions based on clarity and understanding of the material. From this, the final form of the surveys was devised.

Analysis

Each child's PRAS score sum was compared to their parents' responses from the Parents' Surveys. Analysis of variance was performed for hypotheses one, two and three to determine if there was a significant difference at the $\alpha = .05$ level. The SAS statistical computer package was used for analysis. Because cell sizes

were not equal, the General Linear Model (GLM) procedure was used to perform analysis of variance along with Tukey's Studentized Range (HSD) Test to determine where significant differences between the means could be found. For hypothesis four, Pearson Product Moment Correlation was calculated to determine if there was a significant relationship.

CHAPTER IV

RESULTS OF THE STUDY

Demographics

The sample was drawn from three full day programs for 3-, 4- and 5-year-old children in Stillwater, Oklahoma. A total of 69 families were contacted and 50 chose to participate (see Table 2).

TABLE 2
SURVEY RESPONSE INFORMATION

	Preschool		
	A	B	C
Surveys & Consent Forms Sent	20	29	20
Withdrew From Preschool During Study	0	3	2
Parents Denied Consent	0	1	0
Surveys & Consent Forms Not Returned	1	6	6
Surveys & Consent Forms Returned	19	19	12

Of the 50 families involved, eight of the homes had one adult, a mother; 41 had two adults, two parents; and one home had three adults, two parents and a sibling

to the mother. Although 42 of the homes reported two parents lived there, only 40 fathers' surveys were accepted as part of the data: one of the fathers' surveys was not returned, and another was returned but had been completed by the mother. Therefore, statistics referring to "parents" as the comparison group will consist of only homes that returned completed surveys by both the mother and father.

Information was collected to describe the household composition of the sample. One parent reported that his relationship to the preschool child was that of step-father, 39 reported themselves as the child's father, and 50 reported themselves as the child's mother. The information provided by the step-father is included and reported with that of the fathers. Forty-eight of the mothers' ages were reported while two were missing, 37 of the fathers' ages were reported while three were missing, and 88 of the children's ages were reported while one was missing (see Table 3).

TABLE 3
HOUSEHOLD COMPOSITION

	Range	Mean	Mode
Total Number Who Live in the Home	2 - 6	3.64	4
Number of Adults in the Home	1 - 3	1.86	2
Number of Children in the Home	1 - 4	1.78	1,2
Ages of Children in the Home (years,months)	0-2 to 17-8	5-11	5-3
Mothers' Ages (years,months)	23-0 to 43-8	33-0	36-6
Fathers' Ages (years,months)	25-1 to 45-10	31-4	27-10;36-3; 36-9;42-11

Demographic information was collected about the 50 families involved in the study from the Parents' Surveys. Included were these specifics about each parent: marital status, race, education, employment status, occupation (Stern, 1968) and length of time each parent had lived with the preschool child in the study. Parents were instructed to respond in the one category which best described them, except for the area of current employment status. Parents were allowed to indicate more than one current employment status to create a more clear picture of the parents' current working situations. Forty-nine mothers' occupations were reported while one was missing, and 36 fathers' occupations were reported while four were missing. In all other areas, 50 mothers' and 40 fathers' responses were reported (see Table 4).

There were 50 preschool children that this investigation targeted. Twenty-seven of the children were males and 23 were females. The ages of the children ranged from 3 years 1 month to 5 years 10 months. The mean age was 4 years 5 months, and there were two modes of 4 years and 4 years 11 months. There were thirteen 3-year-olds, twenty-eight 4-year-olds, and nine 5-year-olds in the study.

Findings

Analysis of variance was performed for hypotheses one, two and three to determine if there were significant differences between the means of the sums of the child's PRAS based on each independent variable. Because there were several response categories available for the parents on each question on the surveys (e.g., current household income per month had 15 choices ranging from \$0 - 499 to \$7,000 plus),

TABLE 4
PARENT'S INFORMATION

Response Groups	Mothers	Fathers
Marital Status		
Never Married	3	0
Married	42	40
Separated	1	0
Previously Married	4	0
Race		
Asian	3	2
White	42	36
Native American	5	1
Other	0	1
Education		
High School Graduate	1	1
Attended Vocational/Technical School	4	1
Attended College, Did Not Graduate	7	5
College Graduate	21	15
Graduate Education or Professional Training	17	18
Employment Status		
Working Part Time	11	2
Working Full Time	35	33
Unemployed, Looking For Work	0	2
Unemployed, Not Looking For Work	1	0
Student	5	5
Homemaker	6	2
Other	1	2
Occupation		
Blue Collar	5	7
White Collar	7	6
Lesser Professional	22	8
Higher Professional	10	10
Homemaker, Self-Employed, Other	3	2
Student	2	2
Length of Time Lived With Child In Study		
Child's Entire Life	45	35
4 - 5 years	1	1
3 - 4 years	3	3
2 - 3 years	1	0
6 months - 1 year	0	1

and the total number of families involved was 50, there were not enough responses in each category to statistically examine differences in means (e.g., only one family's income was \$0 - 499, and only two were \$7,000 plus). Therefore, based on information from plots and Tukey's, categories were collapsed to generate enough responses in each category for statistical examination without compromising the meaning of the statistics. Categories were collapsed only when there was a natural ordering (i.e., low to high) and the resulting statistics could be reported in a confident manner as to their formation (e.g., current household income was collapsed to form two categories, households with an income less than \$3,500 per month, and households with an income greater than \$3,500 per month).

Hypothesis #1 There will be no significant difference between the means of Preschool Children's Reading Attitudes based on Household Income

No significant difference was found between the reading attitudes of preschool children ($n = 21$) as measured by the PRAS, who lived in a household with an income level below \$3,500 per month ($M = 30.714$), and the reading attitudes of preschool children ($n = 25$) as measured by the PRAS, who lived in a household with an income level greater than \$3,500 per month, ($M = 29.680$), $F(1, 44) = .61$, $p < .44$. Four household incomes were not reported. This analysis accepted the null hypothesis thus supporting the research hypothesis that there would be no significant difference between the means of Preschool Children's Reading Attitudes based on Household Income.

Hypothesis #2 There will be a significant difference between the means of Preschool Children's Reading Attitudes based on the Reading Time Commitment in the Home

There were five components which indicated the Reading Time Commitment in the Home. These components were developed into null subhypotheses which examined specific areas of the Reading Time Commitment in the Home. Each of these areas was represented by direct questions on the Parents' Surveys.

Hypothesis #2 a. No significant difference was found between the means of reading attitudes of preschool children ($n = 20$) as measured by the PRAS, who looked at books less than 15 minutes per day, ($M = 30.350$), and the reading attitudes of preschool children ($n = 30$) as measured by the PRAS, who looked at books 15 minutes or more per day, ($M = 30.033$), $F(1, 48) = .06$, $p < .80$. This analysis accepted the null hypothesis that there would be no significant difference between the means of preschool children's reading attitudes based on the amount of time the child looks at books, thus not supporting the research hypothesis.

Hypothesis #2 b. No significant difference was found between the means of reading attitudes of preschool children as measured by the PRAS, based on the number of specific times the parents regularly read to the child or looked at books with the child, $F(5, 34) = .89$, $p < .49$. This analysis accepted the null hypothesis that there would be no significant difference between the means of preschool children's reading attitudes based on the number of specific times the parents regularly read to the child, thus not supporting the research hypothesis.

Hypothesis #2 c. A significant difference was found between the means of reading attitudes of preschool children ($n = 23$) as measured by the PRAS, when one or neither parent read for enjoyment daily, ($M = 30.783$), and the reading attitudes of preschool children ($n = 16$) as measured by the PRAS, when both parents read for enjoyment daily, ($M = 27.875$), $F(1, 37) = 4.16$, $p < .05$. One parent did not report the amount of time spent reading for enjoyment. This analysis rejected the null hypothesis that there would be no significant difference between the means of preschool children's reading attitudes based on the amount of time parents spend in personal reading for enjoyment, thus supporting the research hypothesis.

Hypothesis #2 d. No significant difference was found between the means of reading attitudes of preschool children ($n = 21$) as measured by the PRAS, when one or neither parent read for information daily, ($M = 29.905$), and the reading attitudes of preschool children ($n = 19$) as measured by the PRAS, when both parents read for information daily, ($M = 29.579$), $F(1, 38) = .05$, $p < .82$. This analysis accepted the null hypothesis that there would be no significant difference between the means of preschool children's reading attitudes based on the amount of time parents spend in personal reading for information, thus not supporting the research hypothesis.

Hypothesis #2 e. A significant difference was found between the means of reading attitudes of preschool children ($n = 12$) as measured by the PRAS, when less than two people read to the child more than once a week in the home, ($M = 32.667$),

and the reading attitudes of preschool children ($\underline{n} = 38$) as measured by the PRAS, when two or more people read to the child more than once a week in the home, ($\underline{M} = 29.368$), $\underline{F} (1, 48) = 5.46$, $p < .05$. This analysis rejected the null hypothesis that there would be no significant difference between the means of preschool children's reading attitudes based on the number of people who read to the child in the home, thus supporting the research hypothesis.

Hypothesis #3 There will be a significant difference between the means of Preschool Children's Reading Attitudes based on the Physical Literary Environment of the Home

There were five components which indicated the Physical Literary Environment of the Home. These components were developed into null subhypotheses which examined specific areas of the Physical Literary Environment of the Home. Each of these areas was represented by direct questions on the Parents' Surveys.

Hypothesis #3 a. No significant difference was found between the means of reading attitudes of preschool children as measured by the PRAS, of children ($\underline{n} = 14$) in homes where there were less than 60 books, ($\underline{M} = 30.214$), children ($\underline{n} = 12$) in homes with at least 60 either children's or adult books, ($\underline{M} = 30.916$) and children ($\underline{n} = 24$) in homes with at least 60 children's and 60 adult books, ($\underline{M} = 29.749$), $\underline{F} (2, 47) = .27$, $p < .76$. This analysis accepted the null hypothesis that there would be no significant difference between the means of preschool

children's reading attitudes based on the number of books in the home, thus not supporting the research hypothesis.

Hypothesis #3 b. No significant difference was found between the means of reading attitudes of preschool children as measured by the PRAS, based on the number of places where books or other reading material were found in the home, $F(7, 42) = .34, p < .93$. This analysis accepted the null hypothesis that there would be no significant difference between the means of preschool children's reading attitudes based on the number of places where books or other reading material were found in the home, thus not supporting the research hypothesis.

Hypothesis #3 c. No significant difference was found between the means of reading attitudes of preschool children as measured by the PRAS, based on specific places where the parents regularly read to the child, $F(8, 39) = .74, p < .65$. This analysis accepted the null hypothesis that there would be no significant difference between the means of preschool children's reading attitudes based on specific places the parents regularly read to the child, thus not supporting the research hypothesis.

Hypothesis #3 d. No significant difference was found between the means of reading attitudes of preschool children as measured by the PRAS, based on the type of material most read by the mother, $F(5, 44) = 1.45, p < .22$. This analysis accepted the null hypothesis that there would be no significant difference between the means of preschool children's reading attitudes based on the type of material most read by the mother, thus not supporting the research hypothesis (see Table 5).

TABLE 5
 MEANS OF THE SUMS OF PRAS IN RELATION TO
 THE TYPE OF PARENT'S READING MATERIAL

Group	<u>n</u>	<u>M</u>	<u>F</u>
Mothers who spend the most time reading newspapers	13	28.846	
Mothers who spend the most time reading magazines	19	29.000	
Mothers who spend the most time reading novels	11	30.636	1.45
Mothers who spend the most time reading children's books	6	31.666	
Mothers who spend the most time reading technical material	9	32.444	
Mothers who spend the most time reading other material	1	24.000	
Fathers who spend the most time reading newspapers	15	27.666	
Fathers who spend the most time reading magazines	8	31.250	
Fathers who spend the most time reading novels	0	N A	1.70
Fathers who spend the most time reading children's books	2	31.500	
Fathers who spend the most time reading technical material	14	30.428	
Fathers who spend the most time reading other material	1	36.000	

Note. All analyses performed were two tailed.

Hypothesis #3 e. No significant difference was found between the means of reading attitudes of preschool children as measured by the PRAS, based on the type of material most read by the father, $F(4, 35) = 1.70, p < .17$. This analysis accepted the null hypothesis that there would be no significant difference between the means of preschool children's reading attitudes based on the type of material most read by the father, thus not supporting the research hypothesis (see Table 5).

Hypothesis #4 There will be a significant relationship between Preschool Children's Reading Attitudes and the Parents' Attitudes Toward Reading

No significant relationship was found between Preschool Children's Reading Attitudes and the Parents' Attitudes Toward Reading, $N = 40$, $r = .03633$, $p < .82$. Parents' attitudes were measured on a Likert-type scale and the sum of their responses was correlated using Pearson Product Moment Correlation to their child's PRAS. This analysis accepted the null hypothesis that there would be no significant relationship between Preschool Children's Reading Attitudes and the Parents' Attitudes Toward Reading, thus not supporting the research hypothesis.

Discussion

Data supported the first hypothesis, that there would be no significant difference between Preschool Children's Reading Attitudes based on Household Income. This supported previous findings from the literature.

The second hypothesis, that there would be a significant difference between Preschool Children's Reading Attitudes based on the Reading Time Commitment in the Home, was not supported by the following subhypotheses:

- (a) the amount of time the child looks at books in the home;
- (b) the number of specific times the parents regularly read to the child, or look at books with the child;
- (d) the amount of time parents spend in personal reading for information.

However, hypothesis two was supported by the following subhypotheses:

- (c) the amount of time parents spend in personal reading for enjoyment;
- (e) the number of people who read to the child or look at books with the child.

Although a significant difference was found between the means of the children's PRAS based on the amount of time parents read for enjoyment, it was not in the direction expected. The sum of the PRAS of children when one or neither parent read daily for personal enjoyment was significantly higher ($\underline{M} = 30.783$), than children when both parents read daily for personal enjoyment ($\underline{M} = 27.875$). Therefore, the data indicated that if both parents read daily for enjoyment, the lower the child's reading attitude. Perhaps the children feel ignored when the parents are reading for enjoyment, or because it is not enjoyable for the child, it does not promote their own attitude toward reading. When reading for enjoyment, it is reasonable that parents may read for a longer amount of time and possibly close out the child. This may explain why the reading by parents for enjoyment produced less positive attitudes toward reading by the child.

The direction of the difference between children's PRAS means based on the number of people who read to the child or looked at books with the child, was in a negative direction. The sum of the PRAS of children who had less than two people read to them more than once a week in the home was significantly higher ($\underline{M} = 32.667$), than children who had two or more people read to them more than once a week in the home ($\underline{M} = 29.368$). Therefore, when more than the data indicated that when two people read to the child more than once a week in the home, the lower the child's reading attitude. Perhaps the greater the number of

people who read to the children, the less special or exciting the children perceive it. Therefore, the children may have not responded on the PRAS that it makes them happy in the various reading situations because they have been satiated with reading. Also, there may be more importance to the children in who reads to them and not just how many people read to them.

The third hypothesis, that there would be a significant difference between Preschool Children's Reading Attitudes based on the Physical Literary Environment of the Home, was not supported by any of the subhypotheses:

- (a) the number of books in the home;
- (b) the number of places where books are found in the home;
- (c) specific places the parents regularly read to the child;
- (d) the type of material most read by the mother;
- (e) the type of material most read by the father.

This data showed no support for the hypothesis and subhypotheses that there would be significant differences between the means of children's PRAS based on the Physical Literary Environment of the Home. This contradicts several previous studies.

The fourth hypothesis, that there would be a significant relationship between Preschool Children's Reading Attitudes and the Parents' Attitudes Toward Reading was not supported by the data. No correlation was found between the two. Perhaps, the questions used to determine parents' reading attitudes were not adequate predictors or perhaps children and parents view reading very differently and the attitudes of one are not influenced by the other.

Additional Findings

Additional analyses were performed to determine if there were significant differences in areas which were not hypothesized. Subhypothesis 2b was further examined to determine if there were significant differences in children's reading attitudes based on the number of specific times each parent read to the child. There was a significant difference between the means of reading attitudes of preschool children as measured by the PRAS, based on the number of specific times the father regularly read to the preschool child. The sum of the PRAS of children ($n = 33$) whose fathers had less than two specific times when he regularly read to the child was significantly lower, ($M = 28.667$), than children ($n = 7$) whose fathers had two or more specific times when he regularly read to the child, ($M = 24.857$), $F(1, 38) = 13.83$, $p < .001$. Therefore, the data indicated that the more specific times the father read to the child, the more positive the child's reading attitude.

However, no significant difference was found between the means of reading attitudes of preschool children as measured by the PRAS, based on the number of specific times the mother regularly read to the preschool child. The sum of the PRAS of children ($n = 23$) whose mother had less than two specific times when she regularly read to the child was, ($M = 30.696$), and children ($n = 17$) whose mother had two or more specific times when she regularly read to the child was, ($M = 29.765$), $F(1, 48) = .20$, $p < .65$. Perhaps the regular reading times with the father have a greater influence on the child's attitude than those with the mother.

Subhypotheses 2c and 2d were further examined to determine if there were significant differences in children's reading attitudes based on the amount of time each parent spent in personal reading for enjoyment and information. There were significant differences between the means of children's PRAS based on the amount of time the mother spent reading for enjoyment and information. However, no significant differences were found based on the father's reading time (see Table 6).

TABLE 6
MEANS OF THE SUMS OF PRAS IN RELATION TO
PARENT'S READING

Group	<u>n</u>	<u>M</u>	<u>F</u>
Mothers read for personal enjoyment < 5 minutes per day	21	31.667	4.44*
Mothers read for personal enjoyment ≥ 5 minutes per day	29	29.069	
Mothers read for personal information < 5 minutes per day	14	28.071	4.60*
Mothers read for personal information ≥ 5 minutes per day	36	30.972	
Fathers read for personal enjoyment < 5 minutes per day	14	30.143	.32
Fathers read for personal enjoyment ≥ 5 minutes per day	25	29.280	
Fathers read for personal information < 5 minutes per day	11	31.545	2.38
Fathers read for personal information ≥ 5 minutes per day	29	29.069	

Note. All analyses performed were two tailed.

* $p < .05$.

Although significant differences were found based on the mother's reading, they were not in the same direction. The sum of the PRAS of children ($n = 21$) whose

mothers read for personal enjoyment less than five minutes each day was significantly higher ($\underline{M} = 31.667$), than children ($\underline{n} = 29$) whose mothers read for personal enjoyment five minutes or more each day, ($\underline{M} = 29.069$), $\underline{F}(1, 48) = 4.44$, $p < .05$. Therefore, the data indicated that the more the mother reads for personal enjoyment, the lower the child's reading attitude. Children may feel shutout when the mothers read for enjoyment, which could result in lowering the child's reading attitude. However, the sum of the PRAS of children ($\underline{n} = 14$) whose mothers read for personal information or instruction less than five minutes each day was significantly lower, ($\underline{M} = 28.071$), than children ($\underline{n} = 36$) whose mothers read for personal information or instruction five minutes or more each day, ($\underline{M} = 30.972$), $\underline{F}(1, 48) = 4.60$, $p < .05$. Therefore, the data indicated that the more the mother reads for personal information or instruction, the more positive the child's reading attitude. Reading for information, such as reading the newspaper, could be perceived as interactive as the mother may read the paper to someone or share the paper with someone. This may not shutout the child and the model reading may encourage reading attitudes.

Subhypothesis 3a was further examined to determine if there were significant differences between preschool children's reading attitudes based on the number of adult and the number of child's books in the home. No significance was found (see Table 7). Subhypothesis 3b was further examined to determine if there were significant differences between preschool children's reading attitudes based on the specific places where books or other reading material were found in the home. No significance was found (see Table 7).

TABLE 7
 MEANS OF THE SUMS OF PRAS IN RELATION TO
 BOOKS IN THE HOME

Group	<u>n</u>	<u>M</u>	<u>F</u>
Fewer than 60 children's books in the home	17	29.882	.10
60 children's books or more in the home	33	30.303	
Fewer than 60 adult books in the home	23	30.826	.95
60 adult books or more in the home	27	29.593	
Homes without books in the playroom	33	30.940	.26
Homes with books in the playroom	17	29.706	
Homes without books in the kitchen	42	29.976	.44
Homes with books in the kitchen	8	31.125	
Homes without books in the child's room	1	27.000	.51
Homes with books in the child's room	49	30.224	
Homes without books in the bathroom	35	30.200	.01
Homes with books in the bathroom	15	30.067	
Homes without books in the living room	14	29.857	.09
Homes with books in the living room	36	30.278	
Homes without books in the parents' bedroom	15	30.400	.06
Homes with books in the parents' bedroom	35	30.057	
Homes without books in the library	39	30.077	.06
Homes with books in the library	11	30.455	
Homes without books in other places	44	30.250	.15
Homes with books in other places	6	29.500	

Note. All analyses performed were two tailed.

Subhypothesis 3c was further examined to determine if there were significant differences between preschool children's reading attitudes based on specific places where each parent regularly read to the child. Significant differences were found between the means of children's PRAS based on the father regularly reading to the child on a sofa, and the mother regularly reading to the child in a chair. No other significance was found (see Table 8).

Although these significant differences were found they were not in the same direction. The sum of the PRAS of children ($n = 24$) whose fathers do not regularly read to them on a sofa was significantly lower, ($M = 28.458$), than children ($n = 16$) whose fathers do regularly read to them on a sofa, ($M = 31.688$), $F(1, 38) = 5.22$, $p < .05$. Therefore, the data indicated that if the father regularly read to the child on a sofa, the more positive the child's reading attitude. However, the sum of the PRAS of children ($n = 29$) whose mothers do not regularly read to them in a chair was significantly higher, ($M = 31.414$), than children ($n = 21$) whose mothers do regularly read to them in a chair, ($M = 28.429$), $F(1, 48) = 6.04$, $p < .05$. Therefore, the data indicated that if the mother regularly read to the child in a chair, the less positive the child's reading attitude. Once again, the father's reading interaction with the child appears to promote the child's reading attitude. Perhaps the different reading atmospheres created by the parents was important to the child's reading attitudes. A difference may be perceived by the child in relation to sitting on the mother's lap in a chair and sitting on or laying near the father on a sofa.

TABLE 8
 MEANS OF THE SUMS OF PRAS IN RELATION TO
 SPECIFIC PLACES PARENTS READ TO THE CHILD

Group	<u>n</u>	<u>M</u>	<u>F</u>
Mothers do not regularly read to the child in a chair	29	31.414	6.04*
Mothers regularly read to the child in a chair	21	28.429	
Mothers do not regularly read to the child on a sofa	20	30.200	.00
Mothers regularly read to the child on a sofa	30	30.133	
Mothers do not regularly read to the child on the parent's bed	30	30.367	.16
Mothers regularly read to the child on the parent's bed	20	29.850	
Mothers do not regularly read to the child on the child's bed	11	29.364	.45
Mothers regularly read to the child on the child's bed	39	30.385	
Mothers do not regularly read to the child on the floor	41	30.610	2.39
Mothers regularly read to the child on the floor	9	28.111	
Mothers do not regularly read to the child in another place	48	30.354	2.35
Mothers regularly read to the child in another place	2	25.500	
Fathers do not regularly read to the child in a chair	27	30.354	2.35
Fathers regularly read to the child in a chair	13	28.154	
Fathers do not regularly read to the child on a sofa	24	28.458	5.22*
Fathers regularly read to the child on a sofa	16	31.688	
Fathers do not regularly read to the child on the parent's bed	32	29.531	.35
Fathers regularly read to the child on the parent's bed	8	30.625	
Fathers do not regularly read to the child on the child's bed	19	29.789	.00
Fathers regularly read to the child on the child's bed	21	29.714	
Fathers do not regularly read to the child on the floor	33	29.455	.77
Fathers regularly read to the child on the floor	7	31.143	
Fathers do not regularly read to the child in another place	39	29.590	1.93
Fathers regularly read to the child in another place	1	36.000	

Note. All analyses performed were two tailed.

*p < .05.

Hypothesis 4 was examined further by each statement concerning Parents' Attitudes Toward Reading and analysis of variance was performed. Table 9 shows the results for each of the statements and indicates that at least one parent did not strongly agree or both parents strongly agreed with the statement, in terms of the number of each category, their means and F values. There was a significant difference between the means of reading attitudes of preschool children ($n = 8$) when at least one parent did not strongly agree with the statement, My child enjoys being read to, ($M = 26.875$), and children ($n = 32$) when both parents strongly agreed with the statement, ($M = 30.469$), $F(1, 38) = 4.21$, $p < .05$ (see Table 9). This indicated that parents were good judges of their child's feeling about being read to or looking at books.

Analyses were performed to determine if there were significant differences between the child's PRAS based on: gender, preschool, and age. Although the means of the PRAS sums of the females were higher, ($n = 23$) ($M = 31.261$), than the males, ($n = 27$) ($M = 29.222$), $F(1, 48) = 2.70$, $p < .10$, the difference was not statistically significant. The differences among the means of the PRAS sums based on the preschool they attend were: Preschool A, ($n = 19$) ($M = 30.789$), Preschool B, ($n = 19$) ($M = 28.894$), and Preschool C, ($n = 12$) ($M = 31.166$), $F(2, 47) = 1.28$, $p < .28$. These differences were not statistically significant. No significance was found between the means of the child's PRAS and their age $F(24, 25) = .84$, $p < .66$.

TABLE 9
 MEANS OF THE SUMS OF PRAS IN RELATION TO
 PARENTS' READING ATTITUDES

Group	<u>n</u>	<u>M</u>	<u>F</u>
"My child enjoys being read to"			
At last one parent did not strongly agree with this statement	8	26.875	4.21*
Both parents strongly agree with this statement	32	30.469	
"I enjoy reading to my child"			
At last one parent did not strongly agree with this statement	29	30.172	.88
Both parents strongly agree with this statement	11	28.636	
"I enjoy reading for my own pleasure"			
At last one parent did not strongly agree with this statement	28	30.214	.94
Both parents strongly agree with this statement	12	28.667	
"I enjoy reading for my own information"			
At last one parent did not strongly agree with this statement	30	30.400	2.41
Both parents strongly agree with this statement	10	27.800	
"I often discuss reading material with others"			
At last one parent did not strongly agree with this statement	33	29.818	.04
Both parents strongly agree with this statement	7	29.492	
"I think reading to my child will encourage him/her to read later"			
At last one parent did not strongly agree with this statement	9	29.222	.15
Both parents strongly agree with this statement	31	29.903	
"My child often asks me to read to him/her"			
At last one parent did not strongly agree with this statement	22	30.227	.52
Both parents strongly agree with this statement	18	29.167	
"My child often repeats stories someone has read to him/her"			
At last one parent did not strongly agree with this statement	28	30.179	.80
Both parents strongly agree with this statement	12	28.750	
"My child helps take good care of books"			
At last one parent did not strongly agree with this statement	38	29.737	.01
Both parents strongly agree with this statement	2	30.000	

Note. All analyses performed were two tailed.

* $p < .05$.

CHAPTER V

SUMMARY AND RECOMMENDATIONS

Summary

Reading attitudes are slowly becoming recognized for their importance in the reading process. Only a few studies have been conducted to relate reading attitudes to the home environment (Hansen, 1969; Mason, 1983), but none had been done using 3-, 4- and 5-year-olds as the sample. The purpose of this study was to explore this void by assessing Preschool Children's Reading Attitudes and the Home Literary Environment.

The theoretical framework used for this study was Fogel and Thelen's (1987) dynamic systems approach. The interactions among the environment, parents and the child in the area of reading, as well as the parents as models of reading laid the foundation for this study.

The first section of the review of literature dealt with reading attitude assessment instruments. The responses Mason (1967) received from 178 preschool children about reading revealed the children's awareness or perceptions of reading in their home. However, the anecdotal responses from these children do not support the results of the present study. Mason (1967) reported that one four-year-old stated she liked her parents to read stories, but not to read letters and newspapers. In

contrast, the results of the present study showed a significant negative difference between children's reading attitudes based on the amount of time parents read for personal enjoyment. It could be argued that the "stories" the child was referring to were children's stories and would not be considered reading for personal enjoyment. Perhaps the children felt that when the parents were reading children's stories, it was enjoyable reading. Mason (1967) also reported a five-year-old boy did not like people to read and all that was reported to be read in his home were newspapers. Again in contrast, the results of the present study showed a significant positive difference between children's reading attitudes based on the amount of time the mothers read for personal information or instruction.

Ransbury (1973) investigated what behaviors children, teachers and parents perceived as indicative of positive reading attitude. Each of the groups associated positive reading attitudes with different behaviors. The children associated a positive attitude with verbal statements about the merits of reading, the number of reading materials and the coupling of reading with other activities. Parents contended that it was the frequency of reading and diversity of reading material that defined attitude toward reading. In relation to the present study, when both parents agreed with the statement, "My child enjoys being read to," there was a significant positive difference indicated by the preschool children's reading attitudes. This indicated that parents were good judges of their children's attitudes toward being read to, although their perceptions about reading may be different from those of their child.

Rowell (1972), Heathington and Alexander (1979), and Saracho (1984a), each developed and used observation techniques to assess children's attitudes toward reading. Lipsky (1983) chose a picture-story technique to assess reading attitudes. Askov and Fishback (1973) refined the Primary Pupil Reading Attitude Inventory using a paired-choice format with pictures depicting children engaged in reading and non-reading activities. LePage and Mills (1990) also used the Primary Pupil Reading Attitude inventory in relation to a picture prereading program. Heimberger (1970) researched the Sartain Reading Attitudes Inventory. No difference was found in relation to children's reading attitude and their socioeconomic level. The present study supported this by reporting no statistical significance between Preschool Children's Reading Attitudes and Household Income.

Estes (1971) developed a five-point Likert-type scale based on suggestions by high school and elementary school teachers for measuring children's attitudes. Dulin and Chester (1974) validated it with a secondary population of 140 eleventh graders. Lewis (1979) developed a similar attitude scale based on the Estes Scale for third, fourth and fifth graders. Redelheim (1976) developed a non-reading instrument for measuring the reading attitudes of kindergarten through second grade children. Finally, Saracho (1987) extended an attitude scale to younger children, by developing the Young Children's Reading Attitude Scale.

Reading attitudes became recognized for their complexity and multidimensionality based on research by Wallbrown, Levine, Singleton and Engin (1981), Wallbrown and Wisneski (1981), Blaha and Chomin (1981), Wallbrown and Cowger

(1982), and Berkowitz and Engin (1984). These researchers developed, revised, administered and normed the Survey of Reading Attitudes to children ranging from high school to fourth grade. Lewis and Teale (1982) also researched the multidimensionality concept of reading attitude with application to upper primary school children. McKenna and Kear (1990) produced a normed, public-domain instrument for administration by teachers, to assess the reading attitudes of children in grades 1 through 6.

Saracho (1986) designed a non-reading scale to assess reading attitudes of 3-, 4- and 5-year-old children. This Preschool Reading Attitude Scale (PRAS) was used to measure children's reading attitudes in the present study. Saracho developed the instrument because of the lack of appropriate assessment tools for young children. Saracho (1986) refined the original PRAS to consist of 25-items and administered it to 2,323 children 3-5 years old. This version was revised again to contain only 12 items/statements. It was this 12-item version that was used in the present study.

The second section of the literature review dealt with studies that directly involved reading attitudes and the home literary environment. Hansen's (1969) study served as a basis for parts of the present study. In the 1969 study, the effect of the home literary environment on children's reading attitudes was assessed. The present study's questionnaires were formulated based on Hansen's questionnaire which measured the home literary environment in four areas: a) availability of literary materials in the home, b) amount of reading done alone with the child, c) reading guidance and encouragement, and d) parents as model reading examples.

However, the age differences of the samples, Hansen's fourth grade children and the present study's 3-, 4- and 5-year-olds, causes the studies to be very different. However, Hansen's and the present study concur on one important result, income level or economic status of the family is not a contributing factor in children's reading attitudes. The failure of the present study to show much significance in the area of the Physical Literary Environment of the Home, supports Hansen's (1969) statement that it matters more what parents do in and with the environment, rather than what the environment is.

Mason's (1983) study also served as a foundation for the present study because of its involvement of younger children and their home environment. However, Mason used more extensive evaluative techniques by involving observation, evaluation and an attitude survey, a home questionnaire, diagnostic forms completed by teachers and a standardized reading readiness test. Also, children were categorized as high interest and low interest in reading based on their assessment, whereas, the present study used each child's PRAS score in comparison to the parents' responses, which were categorized as high or low on each question.

Mason (1983) reported that high interest children were read to daily, and low interest children were read to once a week or less. In contrast, the present study showed a significant negative difference between children's reading attitudes and the number of people who read to the child more than once a week in the home. Mason (1983) reported that the homes of high interest children had more books and they were more likely to be in all parts of the home. In contrast, the present

study showed no significant difference based on the number or placement of books in the home.

The final section of the literature review dealt with parents, the home and reading attitudes. Many researchers have stated the possible importance of parents and the home to the reading process. Glazer (1991) stated that parents who share literature with their children are providing a base of understanding of the reading process and of the enjoyment that books can bring. The National Academy of Education (1985) recommended that parents should read to preschool children and informally teach them about reading and writing. Machado (1990) proposed that parents have a better chance to influence children's reading than do teachers. Kontos (1986) stated that parents should try to create a literate home environment for their child. Jewell and Zintz (1986) described natural readers and stated that they had grown into reading without undue stress, pain or strain. Each of these researchers presented arguments for reading to children and providing a good literary home environment, but they did not provide research to support their arguments.

This study used survey research in comparison with the children's responses to the Preschool Reading Attitude Scale (PRAS) which was developed by Dr. Olivia Saracho (Saracho, 1986). Sixty-nine children and their families were contacted and a sample of 50 responded affirmatively to participation requests. Parents completed surveys providing demographic information as well as information about the home literary environment. The Parents' Surveys were developed by the author based

on previous studies and evaluated by four educators in the field. They were then presented to eight parents who made recommendations based on clarity and understanding. From this, the final form was designed.

The research design consisted of the independent variables as taken from questions from the Parents' Surveys, while the sum of each child's PRAS was the dependent variable. Comparisons were made using analysis of variance for hypotheses one, two and three, and correlation for hypothesis four with the SAS statistical computer package.

This study supported the first hypothesis that there would be no significant difference between the means of Preschool Children's Reading Attitudes based on Household Income. Hypothesis #2, that there would be a significant difference between the means of Preschool Children's Reading Attitudes based on the Reading Time Commitment in the Home, was supported by two subhypotheses: (c) the amount of time parents spend in personal reading for enjoyment; and (e) the number of people who read to the child or look at books with the child. Both of these significant differences were in a negative direction indicating that as they increased, the child's reading attitude decreased.

Hypothesis #3, that there would be a significant difference between the means of Preschool Children's Reading Attitudes based on the Physical Literary Environment of the Home, was not supported by any of the subhypotheses. Hypothesis #4, that there would be a significant relationship between Preschool Children's Reading Attitudes and the Parents' Attitudes Toward Reading was not supported

by the data. Pearson Product Moment Correlation showed no significant relationship between the two.

Additional analyses were performed and significant differences were found between preschool children's reading attitudes based on the number of specific times the father read to the child. This difference was in a positive direction, indicating that as the number of specific times the father read to the child increased, so did the child's reading attitude. No significant differences were found based on the number of specific times the mother read to the child.

Significant differences were found based on the amount of time the mothers read for enjoyment and information. There was a significant positive difference between children's reading attitudes based on the mother's reading for enjoyment. However, there was a significant negative difference based on the mother's reading for information. No significant differences were found based on the father's reading for enjoyment or information.

No significant differences were found based on the number of children's books and the number of adult books in the home. No significant differences were found based on the specific places where books or other reading material were found in the home. However, significant differences were found based on the father regularly reading to the child on a sofa. This difference was in a positive direction. Significant differences were found based on the mother reading to the child in a chair and were in a negative direction. Finally, analysis of variance was performed to examine if there were significant differences between preschool children's reading attitudes

based on gender, preschool and age. No significant differences were found in these areas.

Recommendations

The results of this study did not provide conclusive information concerning the impact of the Home Literary Environment on Preschool Children's Reading Attitudes. Although some significance was found, the differing directions of the significance leaves the results difficult to interpret. Some aspects of these results contradicted previous studies, only further contributing to the inability for clear interpretation.

Therefore, it is recommended that further, more extensive study be done to relate the home literary environment to preschool children's reading attitudes. A specific area of study could deal with the differing effects mothers and fathers have on preschool children's reading attitudes. Another area for more extensive study could be in more thoroughly comparing parents' reading attitudes to their children's reading attitudes. A study to further examine the importance of who reads to the child as opposed to just the number of people who read to the child could be of value. Examining the reading programs and reading areas of the children's preschools could lend insight into reading attitudes. It is advised that more than one well validated assessment instrument be used to determine reading attitude and a larger sample be secured. These would assist in finding statistical significance and give the investigator more assurance of the accuracy of the children's reading attitudes.

The area of preschool reading attitudes has been neglected by researchers. Yet, because these young years are so impressionable, it is important to the future readers of our society that their feelings and attitudes be understood. If their reading attitudes can be enhanced through the home and the parents, then parents must be made aware of the importance of their interaction with the child and reading. Before this can be done, there must be research to validate and support this interaction.

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APPENDIXES

APPENDIX A

PARENTS' SURVEYS

FIRST PARENT'S SURVEY
SECTION 1

1. Who currently lives in your household? (Please list yourself on the first line.)

Name	Sex	Relation to you	Birthdate (Mo./Day/Yr)	Occupation
_____	M F	<u>Myself</u>	_____	_____
_____	M F	_____	_____	_____
_____	M F	_____	_____	_____
_____	M F	_____	_____	_____
_____	M F	_____	_____	_____
_____	M F	_____	_____	_____
_____	M F	_____	_____	_____
_____	M F	_____	_____	_____
_____	M F	_____	_____	_____
_____	M F	_____	_____	_____

2. Your current household dollar income per month before taxes:

___ 0-499	___ 2,499-2,999	___ 5,000-5,499
___ 500-999	___ 3,000-3,499	___ 5,500-5,999
___ 1,000-1,499	___ 3,500-3,999	___ 6,000-6,499
___ 1,499-1,999	___ 4,000-4,499	___ 6,500-6,999
___ 2,000-2,499	___ 4,500-4,999	___ 7,000 plus

3. How many children's books are in your home: (please estimate)

___ 0-4	___ 20-29	___ 50-59	___ 80-89
___ 5-9	___ 30-39	___ 60-69	___ 90-99
___ 10-19	___ 40-49	___ 70-79	___ 100 plus

4. How many adult books are in your home: (please estimate)

___ 0-4	___ 20-29	___ 50-59	___ 80-89
___ 5-9	___ 30-39	___ 60-69	___ 90-99
___ 10-19	___ 40-49	___ 70-79	___ 100 plus

5. How often does your child look at books or other reading material:

- | | |
|--|---|
| <input type="checkbox"/> once a week or less | <input type="checkbox"/> daily, 5 - 15 minutes |
| <input type="checkbox"/> two to three times a week | <input type="checkbox"/> daily, 15 - 30 minutes |
| | <input type="checkbox"/> daily, 30 - 60 minutes |
| | <input type="checkbox"/> daily, more than an hour |

6. Does your child have a public library card?

- yes no

7. How often does your child go to the public library:

- once a month or less
 once every two weeks
 once a week
 twice a week or more
 daily

8. Where in your home can books or other reading material usually be found: (Please mark all that apply)

- | | |
|--|---|
| <input type="checkbox"/> playroom | <input type="checkbox"/> living room |
| <input type="checkbox"/> kitchen | <input type="checkbox"/> library/study |
| <input type="checkbox"/> child's bedroom | <input type="checkbox"/> parent's bedroom |
| <input type="checkbox"/> bathroom | <input type="checkbox"/> other _____ |

9. Which best describes how often older siblings spend time reading to or looking at books with your preschool child:

- | | |
|--|---|
| <input type="checkbox"/> not applicable | <input type="checkbox"/> daily, 5 - 15 minutes |
| <input type="checkbox"/> once a week or less | <input type="checkbox"/> daily, 15 - 30 minutes |
| <input type="checkbox"/> two to three times a week | <input type="checkbox"/> daily, 30 - 60 minutes |
| | <input type="checkbox"/> daily, more than an hour |

10. Which best describes how often other people (not parents and siblings), regularly spend time reading to or looking at books with your child in your home:

- | | |
|--|---|
| <input type="checkbox"/> not applicable | <input type="checkbox"/> daily, 5 - 15 minutes |
| <input type="checkbox"/> once a week or less | <input type="checkbox"/> daily, 15 - 30 minutes |
| <input type="checkbox"/> two to three times a week | <input type="checkbox"/> daily, 30 - 60 minutes |
| | <input type="checkbox"/> daily, more than an hour |

In # 10 above, who are these people: (Please check all that apply)

- | | |
|---|---|
| <input type="checkbox"/> grandmother | <input type="checkbox"/> neighbor (adult) |
| <input type="checkbox"/> grandfather | <input type="checkbox"/> neighbor (child) |
| <input type="checkbox"/> regular sitter | <input type="checkbox"/> other _____ |
| | _____ |

APPENDIX B

PRESCHOOL READING ATTITUDE SCALE

PRESCHOOL READING ATTITUDE SCALE

Adapted For Individual Administration

The Preschool Reading Attitude Scale (PRAS) will be given individually. These instructions have been adapted from the group instrument administration to fit individual administration.

1. Record the information at the top of the PRAS.

2. Begin to administer the PRAS by saying, "We are going to play a game with pictures of faces. There are three faces: a very sad face, a face that is neither happy nor unhappy (It's OK), and a very happy face." Show the child each face as it is described. "When I ask you how you feel about certain things, put your finger on the face which shows how you feel. There are no right or wrong answers. If I said, 'How do you feel when you eat chocolate candy?' which face shows how you feel? Someone may choose an unhappy face if he/she does not like chocolate candy, while someone else may choose a happy face because he/she likes chocolate candy. Now I'll read some questions to you and you will put your finger on the face that shows how you feel about what I read. Remember to show me how you feel. I'll read the questions two times. Do you have any questions?"

3. Read each question from the scoring sheet to the child and circle the 3 if they chose the very happy face, 2 if they chose the neutral face and 1 if they chose the very sad face.

4. Score the papers.

THE PRESCHOOL READING ATTITUDE SCALE SCORING SHEET

CHILD'S ID # _____ DATE OF BIRTH _____
 DATE OF ADMINISTRATION _____ CURRENT AGE _____
 NAME OF PRESCHOOL _____

The following statements should be read to the children. This is under step number three from the directions' section.

HOW DO YOU FEEL...

- | | |
|--|-------|
| 1. When you look at pictures? | 1 2 3 |
| 2. When someone reads to you in your classroom? | 1 2 3 |
| 3. When you look at books in the library? | 1 2 3 |
| 4. When you read with others? | 1 2 3 |
| 5. When the teacher reads you a story? | 1 2 3 |
| 6. When you go the library area in your classroom? | 1 2 3 |
| 7. When you read with everybody? | 1 2 3 |
| 8. When you share your books with your friends at the library? | 1 2 3 |
| 9. When you tell a story to a friend? | 1 2 3 |
| 10. When you check out books from the library? | 1 2 3 |
| 11. When you talk about books? | 1 2 3 |
| 12. When someone reads to you in a quiet place? | 1 2 3 |

For Administration to Boys



Sad
1 point



Neutral
2 points



Happy
3 points

For Administration to Girls



Sad
1 point



Neutral
2 points



Happy
3 points

APPENDIX C

PARENTS' LETTERS AND CONSENT FORMS



Oklahoma State University

DEPARTMENT OF FAMILY RELATIONS
AND CHILD DEVELOPMENT
COLLEGE OF HOME ECONOMICS

STILLWATER, OKLAHOMA 74078-0337
242 HOME ECONOMICS
(405) 744-5057

Christine Flood
329 Home Economics
Oklahoma State University
January, 15, 1992

Dear Parents:

My name is Chris Flood and I am a graduate student at OSU working on a masters in Child Development/Early Childhood Education. My major area of interest is children and reading. I am working on my thesis in this area and would like you and your preschool child's help. My thesis deals with preschool children's attitudes toward reading and their home.

In order to collect data, I will administer an attitude scale to preschool children which consists of twelve questions about reading or being read to. Each child will be asked to respond to how they feel about each statement by choosing a picture of a very happy face, a face that is neither happy nor sad, or a very sad face. The administration of the attitude scale will only take about 15 minutes. The other part of my data will consist of surveys completed by each of the child's parents. All of the information gathered from the surveys and attitude scale will be coded with an identification number; your name would not be attached to it.

Attached to this letter is a consent form. Please sign this consent form indicating whether you do, or do not give permission for your child to be involved in this study. If you choose to participate, at any time you may change your mind and withdraw from the study. Participation requires that you, the parents, complete and return the two enclosed surveys, and that your child be given a reading attitude survey while at preschool, taking about 15 minutes. Whether you choose to participate or not, please return the consent form signed appropriately for my records. Return all of the forms in this envelope by Friday, January 24, 1992, to the box labeled READING ATTITUDE STUDY, in your child's classroom. If you have any questions, please contact me or my advisor, Dr. Arlene Fulton, at one of the numbers listed below. Thank you for your time.

Sincerely,

Christine Flood
Home 377-9201
Office 744-8362

Dr. Arlene Fulton
FRCD Advisor
Office 744-6231

**Consent Form
Reading Attitudes Research**

Please return this consent form signed, by Friday, January 24, 1992, to the box in your child's preschool labeled READING ATTITUDE STUDY. Thank you for your help.

Dear _____, please read this form and decide if you wish to give
 permission for _____
 PARENT'S NAME

 PRESCHOOL CHILD'S NAME

to participate in this research study. I understand that this will mean that my preschool child will be given a reading attitude scale while at preschool taking approximately 15 minutes. The purpose of this study is to relate preschool children's reading attitudes to their home literary environment. As this child's parents, we will complete and return the enclosed two surveys. I understand that participation is voluntary, that our names will in no way be attached to this information which will be held confidential and we may withdraw from the study at any time after notifying the researcher. I may contact Christine Flood at (405) 377-9201, should I wish further information about this research. I may also contact LeAnn Prater, University Research Services, 001 Life Sciences East, Oklahoma State University, Stillwater, OK 74078; telephone: (405) 744-5700. I have read and fully understand the consent form. I sign it freely and voluntarily and a copy has been given to me.

Please check the appropriate statement of either giving permission or not giving permission for participation, also sign and date the bottom of the consent form. Thank you.

____ Yes, I give permission for my child to take part in this
 research as described above.

____ No, I do not give permission for my child to take part in
 this research as described above.

 PARENT'S SIGNATURE

 DATE TIME



Oklahoma State University

DEPARTMENT OF FAMILY RELATIONS
AND CHILD DEVELOPMENT
COLLEGE OF HOME ECONOMICS

STILLWATER, OKLAHOMA 74078-0337
242 HOME ECONOMICS
(405) 744-5057

Christine Flood
329 Home Economics
Oklahoma State University
January 21, 1992

Dear Parents:

My name is Chris Flood and I am an OSU graduate student working on a masters in Child Development/Early Childhood Education. My major area of interest is children and reading. I am working on my thesis in this area and would like you and your preschool child's help. My thesis deals with preschool children's attitudes toward reading and their home.

In order to collect data, I will administer an attitude scale to preschool children consisting of twelve questions about reading or being read to-taking about 15 minutes. Each child will be asked to respond to how he/she feels about each statement by choosing a picture of a very happy face, a face that is neither happy nor sad, or a very sad face. If you do not wish your child to participate, please contact your child's teacher. The other part of my data will consist of surveys completed by the child's parents. All of the information gathered will be coded with an identification number; your name would not be attached to it.

Please take a few minutes to complete and return the two surveys which are titled First Parent's Survey and Second Parent's Survey. Throughout these surveys, the terms "the child" and "your child" are used in reference to your preschool child who attends the OSU Child Development Lab V. Please complete the surveys, relating them to your child's primary household as follows:

1. First Parent's Survey (White Form) May be completed by either parent. Section 1 describes the families involved in the study. Please complete this information as accurately as possible for your household. It will be confidential and your name will not be attached to it. Section 2 describes the parent's individual reading habits and must be done independent of the other parent's responses.
2. Second Parent's Survey (Yellow Form) To be completed by the other parent in the household independent of the first parent's responses. If this second survey does not apply (ie only one parent is in the child's primary household), please return the second survey blank.

By Friday, January 31, 1992 please return the surveys in the enclosed envelope to your child's preschool classroom. Place it in the box labeled READING ATTITUDE STUDY. If you have any questions or concerns, please contact me. Thank you for your time and participation. Without your assistance, I would not be able to research this important area of children and reading.

Sincerely,

Christine Flood
Home 377-9201
Office 744-8362

Dr. Arlene Fulton
FRCD Advisor
Office 744-6231



Oklahoma State University

DEPARTMENT OF FAMILY RELATIONS
AND CHILD DEVELOPMENT
COLLEGE OF HOME ECONOMICS

STILLWATER, OKLAHOMA 74078-0337
242 HOME ECONOMICS
(405) 744-5057

Christine Flood
329 Home Economics
Oklahoma State University
January 15, 1992

Dear Parents:

Thank you for choosing to participate in my research study of young children's reading attitudes and their home. Please take a few minutes to complete and return the two surveys which are titled First Parent's Survey and Second Parent's Survey. Throughout these surveys, the terms "the child" and "your child" are used in reference to your preschool child who attends Sunshine Tree. Please complete the surveys, relating them to your child's primary household as follows:

1. First Parent's Survey (White Form) May be completed by either parent. Section 1 describes the families involved in the study. Please complete this information as accurately as possible for your household. It will be confidential and your name will not be attached to it. Section 2 describes the parent's individual reading habits and must be done independent of the other parent's responses.

2. Second Parent's Survey (Yellow Form) To be completed by the other parent in the household independent of the first parent's responses. If this second survey does not apply (ie only one parent is in the child's primary household), please return the second survey blank.

By Friday, January 24, 1992, please return the surveys in the enclosed envelope to your child's preschool classroom. Place it in the box labeled READING ATTITUDE STUDY. If you have any questions or concerns, please contact me or my advisor, Dr. Arlene Fulton. Thank you for your time and participation. Without your assistance, I would not be able to research this important area of children and reading.

Sincerely,

Christine Flood
Home 377-9201
Office 744-8362

Dr. Arlene Fulton
FRCD Advisor
Office 744-6231



Oklahoma State University

DEPARTMENT OF FAMILY RELATIONS
AND CHILD DEVELOPMENT
COLLEGE OF HOME ECONOMICS

STILLWATER, OKLAHOMA 74078-0337
242 HOME ECONOMICS
(405) 744-5057

Christine Flood
329 Home Economics
Oklahoma State University
January 15, 1992

Dear Parents:

Thank you for choosing to participate in my research study of young children's reading attitudes and their home. Please take a few minutes to complete and return the two surveys which are titled First Parent's Survey and Second Parent's Survey. Throughout these surveys, the terms "the child" and "your child" are used in reference to your preschool child who attends the YMCA Preschool. Please complete the surveys, relating them to your child's primary household as follows:

1. First Parent's Survey (White Form) May be completed by either parent. Section 1 describes the families involved in the study. Please complete this information as accurately as possible for your household. It will be confidential and your name will not be attached to it. Section 2 describes the parent's individual reading habits and must be done independent of the other parent's responses.

2. Second Parent's Survey (Yellow Form) To be completed by the other parent in the household independent of the first parent's responses. If this second survey does not apply (ie only one parent is in the child's primary household), please return the second survey blank.

By Friday, January 24, 1992, please return the surveys in the enclosed envelope to your child's preschool classroom. Place it in the box labeled READING ATTITUDE STUDY. If you have any questions or concerns, please contact me or my advisor, Dr. Arlene Fulton. Thank you for your time and participation. Without your assistance, I would not be able to research this important area of children and reading.

Sincerely,

Christine Flood
Home 377-9201
Office 744-8362

Dr. Arlene Fulton
FRCD Advisor
Office 744-6231

APPENDIX D

COMPUTER STATISTICS OUTPUT

General Linear Models Procedure

Dependent Variable PRASSUM					
Source	DF	Sum of Squares	Mean Square	F Value	Pr > F
Model	1	12 20806832	12 20806832	0 61	0 4403
Error	44	885 72571429	20 13012987		
Corrected Total	45	897 93478261			
R-Square C V Root MSE PRASSUM Mean					
	0 013597	14 88006	4 48886133		30 15217391
Source DF Type I SS Mean Square F Value Pr > F					
INCCAT	1	12 20806832	12 20806832	0 61	0 4403
Source DF Type III SS Mean Square F Value Pr > F					
INCCAT	1	12 20806832	12 20806832	0 61	0 4403

ANALYSIS OF VARIANCE OF THE SUM OF THE CHILD'S PRAS AS CATEGORIZED BY
HOUSEHOLD INCOME OF LESS THAN \$3,500 PER MONTH AND
HOUSEHOLD INCOME OF \$3,500 OR MORE PER MONTH

General Linear Models Procedure

Dependent Variable PRASSUM					
Source	DF	Sum of Squares	Mean Square	F Value	Pr > F
Model	1	1 20333333	1 20333333	0 06	0 8082
Error	48	869 51666667	20 18263289		
Corrected Total	49	870 72000000			
R-Square C V Root MSE PRASSUM Mean					
	0 001240	14 90135	4 48424787		30 18000000
Source DF Type I SS Mean Square F Value Pr > F					
LKBKSCAT	1	1 20333333	1 20333333	0 06	0 8082
Source DF Type III SS Mean Square F Value Pr > F					
LKBKSCAT	1	1 20333333	1 20333333	0 06	0 8082

ANALYSIS OF VARIANCE OF THE SUM OF THE CHILD'S PRAS AS CATEGORIZED BY
CHILDREN WHO LOOK AT BOOKS LESS THAN 15 MINUTES EACH DAY AND
CHILDREN WHO LOOK AT BOOKS 15 MINUTES OR MORE EACH DAY

PRESCHOOL READING ATTITUDES AND HOME ENVIRONMENT

13 21 Tuesday, April 7, 1982 2

General Linear Models Procedure

Dependent Variable PRASSUM					
Source	DF	Sum of Squares	Mean Square	F Value	Pr > F
Model	5	86 06868667	18 21333333	0 89	0 4882
Error	34	733 43333333	21 57156883		
Corrected Total	39	829 50000000			
	R-Square	C V	Root MSE		PRASSUM Mean
	0 115813	15 51183	4 84452028		29 75000000
Source DF Type I SS Mean Square F Value Pr > F					
PARSPTME	5	86 06868667	18 21333333	0 89	0 4882
Source DF Type III SS Mean Square F Value Pr > F					
PARSPTME	5	86 06868667	18 21333333	0 89	0 4882

ANALYSIS OF VARIANCE OF THE SUM OF THE CHILD'S PRAS AS CATEGORIZED BY
NUMBER OF SPECIFIC TIMES PARENTS REGULARLY READ TO THE CHILD

PRESCHOOL READING ATTITUDES AND HOME ENVIRONMENT

13 40 Monday, March 16, 1982 2

General Linear Models Procedure

Dependent Variable PRASSUM					
Source	DF	Sum of Squares	Mean Square	F Value	Pr > F
Model	1	1 05889724	1 05889724	0 05	0 8267
Error	38	828 44110276	21 80108185		
Corrected Total	39	829 50000000			
	R-Square	C V	Root MSE		PRASSUM Mean
	0 001277	15 59467	4 88916284		29 75000000
Source DF Type I SS Mean Square F Value Pr > F					
PINFRCAT	1	1 05889724	1 05889724	0 05	0 8267
Source DF Type III SS Mean Square F Value Pr > F					
PINFRCAT	1	1 05889724	1 05889724	0 05	0 8267

ANALYSIS OF VARIANCE OF THE SUM OF THE CHILD'S PRAS AS CATEGORIZED BY
ONE OR NEITHER PARENT READS FOR INFORMATION DAILY AND
BOTH PARENTS READ FOR INFORMATION DAILY

PRESCHOOL READING ATTITUDES AND HOME ENVIRONMENT

13 40 Monday, March 16, 1982 54

General Linear Models Procedure

Dependent Variable PRASSUM

Source	DF	Sum of Squares	Mean Square	F Value	Pr > F
Model	1	78 77285386	78 77285386	4 16	0 0486
Error	37	709 66304348	19 18008226		
Corrected Total	38	788 43589744			

R-Square	C V	Root MSE	PRASSUM Mean
0 101050	14 80076	4 37950708	29 58974359

Source	DF	Type I SS	Mean Square	F Value	Pr > F
PENJRCAT	1	78 77285386	78 77285386	4 16	0 0486

Source	DF	Type III SS	Mean Square	F Value	Pr > F
PENJRCAT	1	78 77285386	78 77285386	4 16	0 0486

PRESCHOOL READING ATTITUDES AND HOME ENVIRONMENT

13 40 Monday, March 16, 1982 55

General Linear Models Procedure

Tukey's Studentized Range (HSD) Test for variable PRASSUM

NOTE This test controls the type I experimentwise error rate, but generally has a higher type II error rate than REGW

Alpha: 0 05 df: 37 MSE: 19 18008
 Critical Value of Studentized Range: 2 865
 Minimum Significant Difference: 2 888
 WARNING Cell sizes are not equal
 Harmonic Mean of cell sizes: 18 87178

Means with the same letter are not significantly different

Tukey Grouping	Mean	N	PENJRCAT
A	30 783	23	0
B	27 875	16	1

ANALYSIS OF VARIANCE OF THE SUM OF THE CHILD'S PRAS AS CATEGORIZED BY
 ONE OR NEITHER PARENT READS FOR ENJOYMENT DAILY AND
 BOTH PARENTS READ FOR ENJOYMENT DAILY

PRESCHOOL READING ATTITUDES AND HOME ENVIRONMENT

23 16 Monday, March 2, 1992 89

General Linear Models Procedure

Dependent Variable PRASSUM

Source	DF	Sum of Squares	Mean Square	F Value	Pr > F
Model	1	99 21122807	99 21122807	5 46	0 0236
Error	48	871 50877193	18 15843275		
Corrected Total	49	970 72000000			

R-Square	C V	Root MSE	PRASSUM Mean
0 102204	14 12811	4 26103658	30 18000000

Source	DF	Type I SS	Mean Square	F Value	Pr > F
READCAT	1	99 21122807	99 21122807	5 46	0 0236
Source	DF	Type III SS	Mean Square	F Value	Pr > F
READCAT	1	99 21122807	99 21122807	5 46	0 0236

PRESCHOOL READING ATTITUDES AND HOME ENVIRONMENT

23 16 Monday, March 2, 1992 89

General Linear Models Procedure

Tukey's Studentized Range (HSD) Test for variable PRASSUM

NOTE This test controls the type I experimentwise error rate, but generally has a higher type II error rate than REGWO

Alpha: 0 05 df: 48 MSE: 18 15643
 Critical Value of Studentized Range: 2 843
 Minimum Significant Difference: 2 837
 WARNING Cell sizes are not equal
 Harmonic Mean of cell sizes: 18 24

Means with the same letter are not significantly different

Tukey Grouping	Mean	N	READCAT
A	32 667	12	0
B	29 368	38	1

ANALYSIS OF VARIANCE OF THE SUM OF THE CHILD'S PRAS AS CATEGORIZED BY
 LESS THAN TWO PEOPLE READ TO THE CHILD MORE THAN ONCE A WEEK AND
 TWO OR MORE PEOPLE READ TO THE CHILD MORE THAN ONCE A WEEK

General Linear Models Procedure

Dependent Variable PRASSUM					
Source	DF	Sum of Squares	Mean Square	F Value	Pr > F
Model	2	10 84618048	5 47309524	0 27	0 7661
Error	47	858 77380952	20 42071835		
Corrected Total	48	970 72000000			
	R-Square	C V	Root MSE		PRASSUM Mean
	0 011276	14 98318	4 51892800		30 18000000
Source	DF	Type I SS	Mean Square	F Value	Pr > F
TOTBKCAT	2	10 84618048	5 47309524	0 27	0 7661
Source	DF	Type III SS	Mean Square	F Value	Pr > F
TOTBKCAT	2	10 84618048	5 47309524	0 27	0 7661

ANALYSIS OF VARIANCE OF THE SUM OF THE CHILD'S PRAS AS CATEGORIZED BY
FEWER THEN 60 BOOKS IN THE HOME, AT LEAST 60 BOOKS
AND 60 OR MORE CHILDREN'S AND 60 OR MORE ADULT BOOKS

General Linear Models Procedure

Dependent Variable PRASSUM					
Source	DF	Sum of Squares	Mean Square	F Value	Pr > F
Model	7	51 78500000	7 38928571	0 34	0 9318
Error	42	818 92500000	21 87816667		
Corrected Total	48	970 72000000			
	R-Square	C V	Root MSE		PRASSUM Mean
	0 053357	15 50901	4 67751715		30 18000000
Source	DF	Type I SS	Mean Square	F Value	Pr > F
NPFLCBKS	7	51 78500000	7 38928571	0 34	0 9318
Source	DF	Type III SS	Mean Square	F Value	Pr > F
NPFLCBKS	7	51 78500000	7 38928571	0 34	0 9318

ANALYSIS OF VARIANCE OF THE SUM OF THE CHILD'S PRAS AS CATEGORIZED BY
NUMBER OF PLACES WHERE BOOKS OR OTHER READING MATERIAL WERE FOUND IN THE HOME

PRESCHOOL READING ATTITUDES AND HOME ENVIRONMENT

13 21 Tuesday, April 7, 1992 8

General Linear Models Procedure

Dependent Variable PRASSUM					
Source	DF	Sum of Squares	Mean Square	F Value	Pr > F
Model	8	132 82142857	16 57767857	0 74	0 6581
Error	31	696 87857143	22 47895392		
Corrected Total	39	829 50000000			
	R-Square	C V	Root MSE		PRASSUM Mean
	0 158881	15 83715	4 74130288		28 75000000
Source	DF	Type I SS	Mean Square	F Value	Pr > F
PARSPPLC	8	132 82142857	16 57767857	0 74	0 6581
Source	DF	Type III SS	Mean Square	F Value	Pr > F
PARSPPLC	8	132 82142857	16 57767857	0 74	0 6581

ANALYSIS OF VARIANCE OF THE SUM OF THE CHILD'S PRAS AS CATEGORIZED BY SPECIFIC PLACES THE PARENTS REGULARLY READ TO THE CHILD

PRESCHOOL READING ATTITUDES AND HOME ENVIRONMENT

09 59 Wednesday, March 4, 1992 26

General Linear Models Procedure

Dependent Variable PRASSUM					
Source	DF	Sum of Squares	Mean Square	F Value	Pr > F
Model	5	136 92668221	27 38533644	1 45	0 2272
Error	44	833 79331778	18 94984813		
Corrected Total	49	970 72000000			
	R-Square	C V	Root MSE		PRASSUM Mean
	0 141057	14 43350	4 35314233		30 16000000
Source	DF	Type I SS	Mean Square	F Value	Pr > F
MRDMAT	5	136 92668221	27 38533644	1 45	0 2272
Source	DF	Type III SS	Mean Square	F Value	Pr > F
MRDMAT	5	136 92668221	27 38533644	1 45	0 2272

ANALYSIS OF VARIANCE OF THE SUM OF THE CHILD'S PRAS AS CATEGORIZED BY THE TYPE OF READING MATERIAL WITH WHICH THE MOTHER SPENDS THE MOST TIME

PRESCHOOL READING ATTITUDES AND HOME ENVIRONMENT

09 59 Wednesday, March 4, 1992 30

General Linear Models Procedure

Dependent Variable PRASSUM					
Source	DF	Sum of Squares	Mean Square	F Value	Pr > F
Model	4	134 73809524	33 68452381	1 70	0 1728
Error	35	694 76190476	19 85034014		
Corrected Total	39	829 50000000			
	R-Square	C V	Root MSE	PRASSUM Mean	
	0 182433	14 97604	4 45537205	29 75000000	
Source	DF	Type I SS	Mean Square	F Value	Pr > F
DRDMAT	4	134 73809524	33 68452381	1 70	0 1728
Source	DF	Type III SS	Mean Square	F Value	Pr > F
DRDMAT	4	134 73809524	33 68452381	1 70	0 1728

ANALYSIS OF VARIANCE OF THE SUM OF THE CHILD'S PRAS AS CATEGORIZED BY THE TYPE OF READING MATERIAL WITH WHICH THE FATHER SPENDS THE MOST TIME

PRESCHOOL READING ATTITUDES AND HOME ENVIRONMENT

13 21 Tuesday, April 7, 1992 10

Correlation Analysis

2 'VAR' Variables PRASSUM PARSUM

Simple Statistics

Variable	N	Mean	Std Dev	Sum	Minimum	Maximum
PRASSUM	50	30 180000	4 450911	1508 000000	19 000000	36 000000
PARSUM	40	78 175000	5 824523	3167 000000	68 000000	88 000000

Pearson Correlation Coefficients / Prob > |R| under Ho Rho=0 / Number of Observations

	PRASSUM	PARSUM
PRASSUM	1 00000 0 0 50	0 03633 0 8239 40
PARSUM	0 03633 0 8239 40	1 00000 0 0 40

CORRELATION OF THE SUM OF THE CHILD'S PRAS AND PARENTS' ATTITUDES TOWARD READING

PRESCHOOL READING ATTITUDES AND HOME ENVIRONMENT

13 05 Thursday, March 5, 1992 2

General Linear Models Procedure

Dependent Variable PRASSUM					
Source	DF	Sum of Squares	Mean Square	F Value	Pr > F
Model	1	221 30852381	221 30852381	13 83	0 0006
Error	38	608 19047619	16 00501253		
Corrected Total	39	829 50000000			
	R-Square	C V	Root MSE		PRASSUM Mean
	0 266799	13 44748	4 0062652		29 75000000
Source	DF	Type I SS	Mean Square	F Value	Pr > F
DSPTMCAT	1	221 30852381	221 30852381	13 83	0 0006
Source	DF	Type III SS	Mean Square	F Value	Pr > F
DSPTMCAT	1	221 30852381	221 30852381	13 83	0 0006

PRESCHOOL READING ATTITUDES AND HOME ENVIRONMENT

13 05 Thursday, March 5, 1992 3

General Linear Models Procedure

Tukey's Studentized Range (HSD) Test for variable PRASSUM

NOTE This test controls the type I experimentwise error rate, but generally has a higher type II error rate than REGW0

Alpha: 0 05 df: 38 MSE: 16 00501
 Critical Value of Studentized Range: 2 863
 Minimum Significant Difference: 3 3701
 WARNING Cell sizes are not equal
 Harmonic Mean of cell sizes: 11 55

Means with the same letter are not significantly different

Tukey Grouping	Mean	N	DSPTMCAT
A	34 857	7	1
B	28 667	33	0

ANALYSIS OF VARIANCE OF THE SUM OF THE CHILD'S PRAS AS CATEGORIZED BY FATHER HAVING LESS THAN TWO SPECIFIC TIMES WHEN HE READS TO THE CHILD AND FATHER HAVING TWO OR MORE SPECIFIC TIMES WHEN HE READS TO THE CHILD

PRESCHOOL READING ATTITUDES AND HOME ENVIRONMENT
General Linear Models Procedure

23:16 Monday, March 2, 1992 59

Dependent Variable: PRASSUM

Source	DF	Sum of Squares	Mean Square	F Value	Pr > F
Model	1	82.19128437	82.19128437	4.44	0.0404
Error	48	888.52873583	18.51101533		
Corrected Total	49	970.72000000			

R-Square	C.V.	Root MSE	PRASSUM Mean
0.084670	14.28939	4.30244295	30.16000000

Source	DF	Type I SS	Mean Square	F Value	Pr > F
MENJCAT	1	82.19128437	82.19128437	4.44	0.0404

Source	DF	Type III SS	Mean Square	F Value	Pr > F
MENJCAT	1	82.19128437	82.19128437	4.44	0.0404

PRESCHOOL READING ATTITUDES AND HOME ENVIRONMENT
General Linear Models Procedure

23:16 Monday, March 2, 1992 70

Tukey's Studentized Range (HSD) Test for variable: PRASSUM

NOTE: This test controls the type I experimentwise error rate, but generally has a higher type II error rate than REGWO.

Alpha: 0.05 df: 48 MSE: 18.51102
Critical Value of Studentized Range: 2.843
Minimum Significant Difference: 2.4787
WARNING: Cell sizes are not equal.
Harmonic Mean of cell sizes: 24.38

Means with the same letter are not significantly different

Tukey Grouping	Mean	N	MENJCAT
A	31.667	21	0
B	28.088	28	1

ANALYSIS OF VARIANCE OF THE SUM OF THE CHILD'S PRAS AS CATEGORIZED BY MOTHERS READ FOR PERSONAL ENJOYMENT LESS THAN FIVE MINUTES PER DAY AND MOTHERS READ FOR PERSONAL ENJOYMENT FIVE MINUTES OR MORE PER DAY

PRESCHOOL READING ATTITUDES AND HOME ENVIRONMENT

23:18 Monday, March 2, 1992 77

General Linear Models Procedure

Dependent Variable: PRASSUM

Source	DF	Sum of Squares	Mean Square	F Value	Pr > F
Model	1	84.81920635	84.81920635	4.80	0.0371
Error	48	885.90079385	18.45828853		
Corrected Total	49	970.72000000			

R-Square	C V	Root MSE	PRASSUM Mean
0.067378	14.24428	4.28807571	30.18000000

Source	DF	Type I SS	Mean Square	F Value	Pr > F
MINFCAT	1	84.81920635	84.81920635	4.80	0.0371

Source	DF	Type III SS	Mean Square	F Value	Pr > F
MINFCAT	1	84.81920635	84.81920635	4.80	0.0371

PRESCHOOL READING ATTITUDES AND HOME ENVIRONMENT

23:18 Monday, March 2, 1992 78

General Linear Models Procedure

Tukey's Studentized Range (HSD) Test for variable: PRASSUM

NOTE: This test controls the type I experimentwise error rate, but generally has a higher type II error rate than REGW.

Alpha: 0.05 df: 48 MSE: 18.45827
 Critical Value of Studentized Range: 2.843
 Minimum Significant Difference: 2.7207
 WARNING: Cell sizes are not equal.
 Harmonic Mean of cell sizes: 20.18

Means with the same letter are not significantly different

Tukey Grouping	Mean	N	MINFCAT
A	30.972	38	1
B	28.071	14	0

ANALYSIS OF VARIANCE OF THE SUM OF THE CHILD'S PRAS AS CATEGORIZED BY
 MOTHERS READ FOR PERSONAL INFORMATION OR INSTRUCTION LESS THAN FIVE MINUTES PER DAY AND
 MOTHERS READ FOR PERSONAL INFORMATION OR INSTRUCTION FIVE MINUTES OR MORE PER DAY

PRESCHOOL READING ATTITUDES AND HOME ENVIRONMENT

12-18 Wednesday, March 18, 1992 23

General Linear Models Procedure

Dependent Variable: PRASSUM

Source	DF	Sum of Squares	Mean Square	F Value	Pr > F
Model	1	100.10418887	100.10418887	5.22	0.0281
Error	38	729.39583333	19.19482719		
Corrected Total	39	829.50000000			

R-Square	C V	Root MSE	PRASSUM Mean
0.120880	14.72861	4.38118733	29.75000000

Source	DF	Type I SS	Mean Square	F Value	Pr > F
DSOFA	1	100.10418887	100.10418887	5.22	0.0281

Source	DF	Type III SS	Mean Square	F Value	Pr > F
DSOFA	1	100.10418887	100.10418887	5.22	0.0281

PRESCHOOL READING ATTITUDES AND HOME ENVIRONMENT

12-18 Wednesday, March 18, 1992 24

General Linear Models Procedure

Tukey's Studentized Range (HSD) Test for variable: PRASSUM

NOTE: This test controls the type I experimentwise error rate, but generally has a higher type II error rate than REGWQ

Alpha= 0.05 df= 38 MSE= 19.19463
 Critical Value of Studentized Range= 2.883
 Minimum Significant Difference= 2.8825
 WARNING: Cell sizes are not equal
 Harmonic Mean of cell sizes= 19.2

Means with the same letter are not significantly different.

Tukey Grouping	Mean	N	DSOFA
A	31.888	16	1
B	28.458	24	0

ANALYSIS OF VARIANCE OF THE SUM OF THE CHILD'S PRAS AS CATEGORIZED BY
 FATHERS DO NOT REGULARLY READ TO THE CHILD ON A SOFA AND
 FATHERS DO REGULARLY READ TO THE CHILD ON A SOFA

PRESCHOOL READING ATTITUDES AND HOME ENVIRONMENT
General Linear Models Procedure

12-18 Wednesday, March 18, 1992 2

Dependent Variable: PRASSUM

Source	DF	Sum of Squares	Mean Square	F Value	Pr > F
Model	1	108 54288010	108 54288010	8 04	0 0176
Error	48	862 17733890	17.98202791		
Corrected Total	49	970 72000000			

R-Square	C V	Root MSE	PRASSUM Mean
0 111817	14 05227	4 23816327	30 18000000

Source	DF	Type I SS	Mean Square	F Value	Pr > F
MCHAIR	1	108 54288010	108 54288010	8 04	0 0176

Source	DF	Type III SS	Mean Square	F Value	Pr > F
MCHAIR	1	108 54288010	108 54288010	8 04	0 0176

PRESCHOOL READING ATTITUDES AND HOME ENVIRONMENT
General Linear Models Procedure

12-18 Wednesday, March 18, 1992 3

Tukey's Studentized Range (HSD) Test for variable PRASSUM

NOTE: This test controls the type I experimentwise error rate, but generally has a higher type II error rate than REGWQ

Alpha= 0 05 df= 48 MSE= 17.98203
Critical Value of Studentized Range= 2.843
Minimum Significant Difference= 2.4417
WARNING Cell sizes are not equal.
Harmonic Mean of cell sizes= 24 36

Means with the same letter are not significantly different

Tukey Grouping	Mean	N	MCHAIR
A	31 414	29	0
B	28 429	21	1

ANALYSIS OF VARIANCE OF THE SUM OF THE CHILD'S PRAS AS CATEGORIZED BY
MOTHERS DO NOT REGULARLY READ TO THE CHILD IN A CHAIR AND
MOTHERS DO REGULARLY READ TO THE CHILD IN A CHAIR

PRESCHOOL READING ATTITUDES AND HOME ENVIRONMENT

13 40 Monday, March 16, 1992 27

General Linear Models Procedure

Dependent Variable PRASSUM

Source	DF	Sum of Squares	Mean Square	F Value	Pr > F
Model	1	82 65625000	82 65625000	4 21	0 0472
Error	38	746 84375000	19 65376288		
Corrected Total	39	829 50000000			

R-Square	C V	Root MSE	PRASSUM Mean
0 098646	14 90171	4 43326672	28 75000000

Source	DF	Type I SS	Mean Square	F Value	Pr > F
PQ14RCAT	1	82 65625000	82 65625000	4 21	0 0472

Source	DF	Type III SS	Mean Square	F Value	Pr > F
PQ14RCAT	1	82 65625000	82 65625000	4 21	0 0472

PRESCHOOL READING ATTITUDES AND HOME ENVIRONMENT

13 40 Monday, March 16, 1992 28

General Linear Models Procedure

Tukey's Studentized Range (HSD) Test for variable PRASSUM

NOTE: This test controls the type I experimentwise error rate, but generally has a higher type II error rate than REGW

Alpha: 0 05 df: 38 MSE: 19 65376
 Critical Value of Studentized Range: 2 863
 Minimum Significant Difference: 3 5476
 WARNING Cell sizes are not equal
 Harmonic Mean of cell sizes: 12 8

Means with the same letter are not significantly different

Tukey Grouping	Mean	N	PQ14RCAT
A	30 489	32	1
B	26 875	8	0

ANALYSIS OF VARIANCE OF THE SUM OF THE CHILD'S PRAS AS CATEGORIZED BY
 AT LEAST ONE PARENT DID NOT STRONGLY AGREE AND
 BOTH PARENTS STRONGLY AGREED WITH THE STATEMENT
 MY CHILD ENJOYS BEING READ TO

VITA ²

Christine Marie Flood

Candidate for the Degree of

Master of Science

Thesis: THE HOME LITERARY ENVIRONMENT AND PRESCHOOL CHILDREN'S ATTITUDES TOWARD READING

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