

EXPLORING THE TRENDS BETWEEN THE READING ATTITUDES AND
HABITS OF CHILDREN AND THEIR PARENTS AT A COMMUNITY READING
CAMP

by

DARLSHAWN PATTERSON
B.S. University of Central Florida, 2017

A thesis submitted in partial fulfillment of the requirements
for the degree of Master of Education
in the School of Teaching, Learning and Leadership
in the College of Education and Human Performance
at the University of Central Florida
Orlando, Florida

Fall Term
2017

Major Professor: Vassiliki Zygouris-Coe

© 2017 Darlshawn Patterson

ABSTRACT

Reading attitude plays a vital role in the academic achievement of students. This thesis reports findings from a study of how parents' reading attitudes and habits may influence their children's reading attitudes and habits. Students and parents attending a metropolitan university's Saturday Reading Camp (SRC) in the United States participated in this study. Participants completed a survey that examined participants' reading attitudes and habits. Results from this study showed minor similarities between the reading attitudes of parents and their children. However, there were more significant similarities between the reading habits of parents and their children.

ACKNOWLEDGMENTS

I would like to express my sincere gratitude to my thesis advisor Dr. Vicky Zygouris-Coe for running this race and jumping every hurdle with me. Thank you for your time, support, guidance, and encouragement that helped me keep putting one foot in front of the other. I am also grateful for the members of my committee Dr. Taylor Wenzel and Dana Samuel, for their insight, support and the great help they extended in making this work come together.

I would like to thank my friends for always cheering for me, praying for me and willing to help when needed. Last but not the least; I would like to thank my family: my parents, sisters, and brother for their prayers and continuous support in all my endeavors.

TABLE OF CONTENTS

LIST OF TABLES.....	vii
CHAPTER ONE: INTRODUCTION.....	1
Background of the Problem.....	2
Statement of the Problem.....	4
Purpose of the Study.....	4
Educational Significance of the Study.....	5
Research Questions.....	5
Definition of Terms.....	6
Limitations.....	6
Delimitations.....	7
CHAPTER TWO: LITERATURE REVIEW.....	8
Reading Attitudes and Development.....	8
Reading Motivation.....	10
Parental Influence.....	13
Family Literacy.....	15
Conclusion.....	16
CHAPTER THREE: METHODOLOGY.....	17
Introduction.....	17
Purpose of the Study.....	17
Research Questions.....	18
Research Design.....	18
Setting.....	18
Participants.....	20
Sampling Procedure.....	21
Sources of Data Collection and Procedures.....	21
Procedures/Timeline.....	23
Data Analysis.....	24
Establishing Trustworthiness.....	25
Summary.....	25
CHAPTER FOUR: RESULTS.....	27
Overview of Results.....	27
Research Question One: <i>What are the reading attitudes and habits of children who attend the University Saturday Reading Camp?</i>	35
Research Question Two: <i>What are the reading attitudes and habits of parents whose children attend the University Saturday Reading Camp?</i>	36
Research Question Three: <i>Are there similarities or difference between the reading attitudes and habits of parents and their children who attend the University Saturday Reading Camp?</i>	36
CHAPTER FIVE: CONCLUSIONS & IMPLICATIONS.....	39
Methodological Limitations.....	40

Implications	41
Implications for Future Research	42
Conclusion	43
APPENDIX A: APPROVAL LETTER.....	45
APPENDIX B: STUDENTS' READING ATTITUDE AND HABBITS SURVEY.....	48
APPENDIX C: PARENTS' READING ATTITUDE AND HABBITS SURVEY	51
LIST OF REFERENCES	54

LIST OF TABLES

Table 1 Reading Attitude Survey Codes.....	28
Table 2 Parents' Reading Attitude Pre-Survey Response.....	28
Table 3 Parents' Reading Attitude Post-Survey Response.....	29
Table 4 Children's Reading Attitude Pre-Survey Response.....	30
Table 5 Children's Reading Attitude Post-Survey Response.....	30
Table 6 Reading Habits Survey Codes.....	31
Table 7 Parents' Reading Habits Pre-Survey Response.....	32
Table 8 Parents' Reading Habits Post-Survey Response.....	32
Table 9 Children's Reading Habits Pre-Survey Response.....	33
Table 10 Children's Reading Habits Pre-Survey Response.....	34

CHAPTER ONE: INTRODUCTION

Literacy is the core of all education and is essential to children and adults becoming active members of society. The development of literacy for all members of society is something that should not be disregarded. In the International Literacy Association (ILA) (2017) *What is Hot, What is Not*, report of what education leaders and advocates around the world consider important topics, parental involvement, early literacy, and literacy in resource-limited settings were considered by experts to be important at the national and community levels (topics most critical to advancing literacy for all learning). However, key findings showed that though these areas are deemed important, there are significant unmet needs in these areas at the national and community levels.

In addition, the National Assessment of Educational Progress (NAEP) revealed that since 2013, there has been stagnant growth in the national average reading scores for fourth graders and scores have decreased for eighth graders according to the 2015 NAEP Reading results. In both grades, the scores were higher than they were in 1992 when the test was first administered; however, the percentage of students scoring at or above the proficient level in reading, demonstrating a complete understanding of the subject matter, did not change among fourth graders and had declined since 2013 for eighth graders. These results are troubling.

There is a dire need for highly literate students who will be able to succeed both in school and in the workplaces of the 21st century. This recognition by state leaders led to the development of new educational standards that are aligned with college and career expectations. Federal officials supported the need for literate children who will be prepared to live in a global

world and encouraged (through funding) states to adopt the Common Core State Standards (CCSS) initiative. The CCSS were developed by the National Governors Association Center for Best Practices and the Council of Chief State School Officers (NGA & CCSSO, 2010). To qualify for grants from President Obama's Race to the Top program, or to receive waivers from mandates of the No Child Left Behind Act (NCLB), an education reform law adopted by President George W. Bush, states had to prove they adopted standards that prepare students for college and work to receive funding.

It is evident that reading is fundamental to all students' success. Despite this knowledge, many adults and children are reluctant to read. According to the 2007 National Endowment for the Arts (NEA) report, Americans are spending less time reading. Understanding one's effort or lack of effort to read first entails an understanding of affective aspects related to reading (Al Seyabi et al., 2016). Smith (2004) observed that reading involves feeling. These feeling can be positive, stimulating interest and excitement, or negative, provoking boredom and resentment. "The emotional response to reading... is the primary reason most readers read, and probably the primary reason most nonreaders don't read" (Smith, 2004, p. 191). Therefore, it is important to understand the role of reading attitude in developing readers' reading attitudes and behaviors.

Background of the Problem

Students' and adults' reading motivation has long attracted the attention of researchers (Baker & Wigfield, 1999; Gambrell, 1996; Grayum, 1954). Beyond reading skills, researchers have acknowledged that affective components such as motivation play a role in children's reading success. Reading motivation refers to the attitudes, beliefs, and values an individual

holds toward reading activities (Cambria & Guthrie, 2010). Researchers refer to interest as intrinsic motivation, which means doing something for its own sake (Cambria & Guthrie, 2010). Children may show interest in reading for many reasons: simply pure enjoyment, delight in new information or because of shared experiences. Regardless of the reason, cultivated interest in reading is essential in building frequent readers, which results in better reading skills and reading success. Countless studies have established a connection between reading interest and reading achievement. In a survey of seventh graders' attitudes, Russ & Mark (1988) discovered that students who have positive attitudes toward reading also tend to have high achievement in reading. Wade (2012) found the same correlation between positive reading attitudes and performance in the areas of math, science, and social studies.

Reading, or the lack of reading, is becoming of more concern for the American culture. The time spent reading among Americans, adults and children alike, is rapidly declining. According to the National Endowment for the Arts (2007), Americans are spending less time reading, and "comprehension skills are eroding" (p.7). Perhaps Americans' declined interest in reading can explain why 64% of fourth-grade and 66% of eighth-grade students were at or below proficiency in reading according to the 2015 National Assessment of Education Progress (NAEP) report. The lack of interest in reading can have serious effects on students' achievement.

In mentioning of reading skills and interest, we cannot ignore environmental factors. Researchers have well documented the relationship between children's environment and literacy development (skills and attitude). In the homes of families of higher socioeconomic status (SES) groups, early learning experiences tend to take place that nurtures children's literacy development (Hart & Risley, 2003). As a result, children from higher socioeconomic (SES)

groups enter school with a greater level of skill and interest in reading, than children from lower SES groups, creating an achievement gap between the two groups. If students do not have a keen interest in reading, their skill grows little, and their quality as readers diminishes (Guthrie et al., 2007).

Statement of the Problem

The problem of declined interest in reading and the effect it has on reading achievement especially in low (SES) environments creates a greater need for the effective implementation of family literacy programs to increase the success and long-term opportunities for students in these environments. Reading achievement in low SES communities pales in comparison to the achievement of students from higher SES communities. The NAEP 2015 reading report shows a clear achievement gap between students eligible for the National School Lunch Program (NSLP) and those that are not. The NSLP provides free school meals for children from families with incomes at or below 130 percent of the poverty level and reduced priced meal for children from families with incomes between 130 percent and 185 percent of the poverty level. Twenty-one percent of students eligible for the NSLP scored at or above proficient in reading, while students not eligible scored fifty-two percent at or above proficiency.

Purpose of the Study

The purpose of this research study was to examine how students' attitudes and reading habits compare to their parents' reading attitudes and habits in low-income communities. This study also aimed to see if the participation in a family literacy program would increase the reading attitudes and habits of parents and their children.

Educational Significance of the Study

Only twenty-one percent of kids in low socio-economic communities are performing at or above the proficiency level in reading (NAEP, 2015). With federal and state accountability systems, the pressure on schools in low-income communities to address the deficits in students' reading performance has increased. Research has contributed factors such as literacy-rich home environments and parents' supportive attitudes in literacy towards students' interest and achievement in reading. Many students in low SES communities lack these factors. They tend to come from homes with limited resources with parents providing little support in their literacy development. The findings in this study will contribute to the benefit of education considering that advanced reading skills is essential to overall success in school. The Every Student Succeeds Act (2015), which is a reauthorization of the No Child Left Behind Act, aims to improve the educational opportunities and outcomes for children in lower-income families. This Act justifies the demand for effective family literacy programs in low-income communities to support schools and families. Findings in this study may inform leaders and educators on approaches and tactics to use to increase parent participation in family literacy programs, which would result in better educational support for students.

Research Questions

This thesis aimed to answer the following research questions:

1. What are the reading attitudes and habits of children who attend the University Saturday Reading Camp?

2. What are the reading attitudes and habits of parents whose children attend the University Saturday Reading Camp?
3. Are there any similarities or differences between the reading attitudes and habits of parents and their children who attend the University Saturday Reading Camp?

Definition of Terms

The following definitions were operationally defined for the purpose of this study:

At-Risk –students or groups of students who are likely to fail or drop out of school.

Family Literacy- home literacy activities that provide literacy enhancing opportunities for children and all members of the family.

Reading Attitude- individual's feelings about reading that causes them to approach or avoid a reading situation (Partin & Hendricks, 2002).

Reading Habits- the frequency of individuals' behaviors related to reading.

Socioeconomic Status – the social standing of a group measured by education, income and occupation.

Motivation– the reason or reasons why individuals engage in reading activities.

Limitations

The nature of the study provided inherent methodological limitations such as data quality and rigor, including validity and reliability of the instrument used to collect data. In addition, the research design, instrument administration procedures, study timeline, data sources, as well as

the sample selection, which was purposeful, has limitations to the generalization from a sample to a population and is limited to parents and children who attend family literacy programs in a low-income neighborhood. Finally, the sample size was small and was not necessarily representative of all populations.

Delimitations

Student participants were required to meet the following inclusionary criteria:

1. Participate in the University Saturday Reading Camp.
2. Be willing to attend and receive reading services as part of the University Saturday Reading Camp.

CHAPTER TWO: LITERATURE REVIEW

The literature reviewed in this chapter has been organized to focus around research associated with the following topics: (a) Reading Attitude and Development; (b) Reading Motivation;(c) Parental Influence; and (d) Family Literacy.

Reading Attitudes and Development

The literacy development of a child begins at home. Much of what children learn about reading and writing comes from observing the reading and writing that occurs in their families. Early language and literacy development begins the first three years of life and is closely linked to a child's interaction with a variety of print, talk, songs and interactions with adults. These engagements are the building blocks for language, reading and writing development (Zero to Three, 2003). The socioeconomic status (SES) and environment a child come from plays a significant role in the development of their early literacy skills. Years of research have shown that children from low SES households develop academic skills more slowly compared to children from higher SES groups (Morgan, Farkas, Hillemeier, & Maczuga, 2009). After two years of observing children from different home environments, Hart & Risley (2003) found that children from professional families would hear roughly 30 million more words by age three than children from welfare families. The discrepancies between the literacy developments of children based on their environment leave some student strangling behind, making it increasingly difficult for them to master the literacy process. While the literacy skills of children from low SES families lag, children from higher SES families continue to stride, "leaving the rich to get richer, and the poor to get poorer" (Stanovich, 1986).

Early literacy development has attracted the attention of teachers, researchers, and politicians due to the strong belief that the children's early literacy development determines their future success. Specifically, time spent reading has been recognized by many as fundamental to developing literacy skills and has resulted in numerous studies on increasing children's motivation to read. Research has shown that factors such as socioeconomic status, home environment, and community can influence children's literacy development. However, previous research indicates that one of the most significant factors affecting student achievement in reading is their attitude (Chotitha & Wongwanich, 2013). Wixson & Lipson (as cited in Mckenna & Kear, 1990), concluded, "Student's attitude toward reading is a central factor affecting reading performance" (p. 1). The 2011 Progress in International Reading Literacy Study (PIRLS) found that the greater enjoyment and frequency in students' reading, the higher their reading achievement scores. These findings support what we know from the literature on the topic.

Although many students understand the value of reading, few students take an interest in reading (PIRLS, 2011). As early as childhood, reading attitude affects reading behavior, determining whether children will or will not engage in reading (Chotitham & Wongwanich, 2013). Children with positive attitudes toward reading are likely to read voluntarily, find enjoyment in reading, and often become proficient lifelong readers. On the other hand, children with poor attitudes toward reading tend to read only when it is necessary, try to avoid reading, or refuse to read altogether. Overall, a child's attitude towards reading may profoundly influence their academic success (Mullen, 2010).

Although research has shown that reading attitude is a key factor in students' academic success, building motivation and developing positive reading attitudes is often overlooked, perhaps because attitudes can be complicated and difficult to understand (McKenna & Kear, 1990). Attitude can be defined in many ways, or encompass several components. Simply put attitude can be seen as a settled way of thinking or feeling about something (Merriam-Webster Dictionary). More specific to reading, Partin & Hendricks (2002) concluded attitudes towards reading are related to the individual's feelings about reading and cause learners to approach or avoid a reading situation. In other words, people's feelings toward reading determine their actions, determine how often they read, where they read, when they read, and what they read. For children to become successful readers, it is important that they develop positive feelings that would motivate them to engage in reading activities.

Reading Motivation

Cambria and Guthrie (2010) noted that reading does not only involve skill, but it also involves will. In order for students to become successful readers, they must have both the skill and will to read. The "will" part of reading refers to students' motivation. Motivation describes the wants and behaviors surrounding reading.

When thinking of motivated readers it is typically assumed that motivated readers have fun and enjoy reading. While that may be the truth in some cases, when considering motivation as the values, beliefs and behaviors surrounding reading for an individual, motivation may be seen in different forms. Cambria & Guthrie (2010) discovered three types of motivation that potentially pull students into reading: interest, dedication, and confidence. Interested students

read because they enjoy it, dedicated students read because they believe it is important, and confident students read because they can. These three forms of motivation are independent of each other. A student may be interested in reading, but may not be dedicated and see the importance of working hard in reading.

Interest typically comes to thought first when we think about motivation. Researchers usually refer to interest as intrinsic motivation, meaning doing something for its own sake. Intrinsic motivation causes readers to read simply because they want to. Students can also be motivated to succeed or read by factors apart from their own interest. When rewards are given to succeed that is known as extrinsic motivation (Cambria & Guthrie, 2010). Extrinsic motivation does not motivate long-term achievement; students tend to read only for the reward, and once the reward is received the behavior ceases. However, studies have suggested that rewards related to reading such as books, bookmarks, and teacher praise can be used to increase intrinsic motivation (Gambrell, 1996).

Confidence, the belief in one's own capacity is closely linked to student success. If a student reads one page fluently, they believe they could read the next page fluently; in contrast, a student who struggles with reading one page doubts their abilities and assumes they will struggle with succeeding reading activities (Cambria & Guthrie, 2010). This is where the problem arises for low achieving students, when they struggle they tend to think they are worse than they really are and stop trying. Albert Bandura (1986) (as cited in Gambrell & Marinak, 2013), believed motivation was the result of an individual's self-efficacy or belief about oneself and ability to complete a certain task. The belief we hold about ourselves causes us to make choices and determine the effort put forth in the face of difficulty.

Not every book or reading situation appeals to students. However, in spite their disinterest some students persist in these situations because of their dedication. Dedicated students read because they believe that reading is important. Though the skill may be hard for some students, dedication is related to the will; therefore, dedication is a choice that students make. Students may find the reading task difficult or may not enjoy the reading task but they are motivated to complete reading task in spite of difficulty because they are dedicated (Cambria & Guthrie, 2010).

Motivation plays an important role in children's' development and learning. Research on motivation in literacy development suggests that the elementary school years are critical years for nurturing student's reading motivation. Gambrell & colleagues (1996) spent years working with first, third and fifth-grade classrooms teachers exploring literacy motivation. The first-grade study involved implementing *The Running Start*, a classroom-based program designed to increase reading motivation. *The Running Start* program focused on providing students with book rich environments, demonstration of the multiple uses of books, interactions with others about books, a choice about what they read, and interactions with adults who have high expectations for students' success. The results of this study provided evidence that a reading motivational program can increase the motivation and behaviors of students and their parents with long-term term effects. Results from this study reported an increase in the quantity and the quality of family literacy practices. The same results were reported of families in low –income areas (Gambrell, 1996).

To gauge third and fifth-grade students' motivation to read Gambrell and colleagues (1996) developed and used the *Motivation to Read Profile* (MRP), which consisted of a survey

instrument and conversational interview. In particular, the conversational interview that was designed to assess the personal, social and text factors of reading motivation. Results from the conversational interview revealed that four key features seemed to be associated with students' motivation to read: access to books, opportunities for choice in books to read, familiarity with books, and social interaction with others about books.

Parental Influence

Children's reading attitudes develop in social contexts, primarily influenced by parents (Pfof, Schiefer, & Artelt, 2016). Witty (as cited in Grayum, 1954), stated, "Learning to read has no clear starting point or stopping point. It is a gradual process that actually starts long before a child enters school" (p.198). This implies that long before a child enters a school, his or her experiences with and attitudes about reading have already been influenced and shaped by his or her parents; making the parents one of the major factors affecting children's attitudes towards reading.

Baker & Scher (2002) have reported that parent's role concerning the reading attitude of students is often related to material resources, and the opportunities parents provide for their children to interact with print. Seldom do studies focus on parents' beliefs and values. Although students' access to books and opportunities to read can influence their reading attitude, parents play a critical role in shaping their child's attitude towards reading beyond the material. Studies have shown that parents' enjoyment of reading contributes to their child's motivation to read (Baker & Scher, 2002). Studies have also shown when parents value and encourage their child to read this positively influences children's reading behaviors (Stephen, Erberber, Tsokodayi,

Kroeger, & Ferguson, 2015). In a study on parents of successful readers, Spiegel concluded that what parents did in their homes significantly affected the development of attitudes towards reading. Noted things parents did that contributed to kid's positive attitudes towards reading included providing kids with their own private book collection, reading to them, and visiting the library often (Partin & Hendricks, 2002).

Children's reading attitudes can be shaped directly and indirectly. Small children view their parents as experts. Therefore, parents can directly influence their child's attitude towards reading through verbal statements (Pfof & Schiefer, 2016): sharing the importance and value of reading, sharing their personal interest and through sharing things learned from reading (Mullen, 2010). The value parents place on reading influence children reading attitudes. Parents who value literacy and learning will naturally persuade their children to do the same (Grayum, 1954).

Parents are role models, children tend to portray and develop the attitudes, and reading behaviors, they see their parents possess (Mullen, 2010). Therefore, parents may indirectly affect their children attitudes towards reading when children see them engaging in reading activities (Pfof & Schiefer, 2016), implying that children will imitate and favor the behaviors they observe. If children see their parents reading daily for multiple purposes, children will likely become avid readers. Likewise, if a child witnesses their parents visiting the library, or buying and receiving books as gifts their attitude toward reading is being shaped (Morni & Sahari, 2013). Simply observing their parents read helps children become aware of the value placed on reading.

Children seek approval from their parents and tend to develop the attitudes their parent praise (Mullen, 2010). When parents acknowledge that a child is reading, they reinforce their

child's desire to read. In the same way, children's attitudes about reading are developed when their parents respond with feedback or interest about information children share from their readings. Children want to please their parents; therefore, parents' acknowledgment and positive reactions can significantly affect children's interest in reading (Mullen, 2010).

Family Literacy

Parents' literacy skills and attitudes about learning have an immense impact on their children's academic achievement. Children raised in homes that promote family literacy develop necessary skills to become proficient readers. Family literacy is defined as home literacy activities that provide literacy enhancing opportunities for children and all members of the family. Family literacy describes a variety of activities from a parent reading aloud to a child, to formal programs offering services to adults and children. Intergenerational family literacy programs have proven to improve the literacy and life skills of children and adults (Zygouris-Coe, 2007); these programs are a particular benefit in supporting the literacy development of children from low SES. Through the years, improvement has been seen in the grades, test scores and reading skills in the children of parents who participate in literacy programs (Zygouris-Coe, 2007).

The African proverb, *It takes a village to raise a child*, has a clear and timeless message: the growth and development of a child depend on the community as a whole. The same holds true regarding the literacy development of children. Community support in family literacy plays an essential role in participating in goal-oriented activities aim in boost student achievement and school success. Many programs operate throughout the country providing parents with skills to

assist in the educational development of their children. With aims to close achievement gaps and to improve educational opportunities and life chances of disadvantaged families in local communities throughout the United States, the Federal *Even Start Family Literacy Program* supports many family literacy programs (Schwartz, 1999). The support and resources provided by community members are invaluable in helping sustain the literacy development of parents and their children. One example of this type of community support is the University Saturday Reading Camp (SRC) that offers free tutoring service to students in one of the poorest area of in a metropolitan area in the U.S. Pre-service teachers from the university provide one-on-one tailored instruction to children. Parents are also provided with free coaching services offered by an education professional in reading and writing to help improve their child literacy skills. Companies like Scholastic also partner with the University SRC to provide free books so that students can build their own libraries at home. Research supports that parent, family and community involvement in education leads to higher student achievement and school improvement. When everyone in the community works to supports learning, students tend to attend school regularly, earn higher grades, and stay in school longer.

Conclusion

This chapter presented research on the topic of the reading attitude and development of children, reading motivation, the role of parental influence, and the benefit of community literacy programs in supporting children's literacy needs. Aspects of how socioeconomic factors and family literacy programs were reviewed and considered in preparation for the research study.

CHAPTER THREE: METHODOLOGY

Introduction

In this chapter, the methodological approach, data collection procedures, and data analysis techniques relevant to this study are detailed. These procedures were chosen as a result of the design of the study with regard to the research questions answered. This study explored the reading attitudes and habits of parents and children attending a community literacy program. Details of methods and how they were employed are detailed including sources of data, participants, setting, and procedures are included.

The areas described in this chapter, as they relate to the research methodology, include the following: (a) Purpose of Study; (b) Research Questions; (c) Research Design; (d) Setting, Participants, and Sampling Procedure; (e) Sources of Data Collection and Procedures; (f) Procedures and Timeline; (g) Data Analysis; (h) Establishing Trustworthiness; and, (i) Chapter Summary.

Purpose of the Study

The purpose of this study was to examine the reading attitudes and habits of parents and their children at a community reading camp offered in a low income, inner-city area. This chapter includes information about the research design, sample, population, instrumentation, data collection and data analysis used in this study.

Research Questions

The following questions guided this study:

1. What are the reading attitudes and habits of children who attend the University Saturday Reading Camp?
2. What are the reading attitudes and habits of parents whose children attend the University Saturday Reading Camp?
3. Are there any similarities or differences between the reading attitudes and habits of parents and their children who attend the University Saturday Reading Camp?

Research Design

A survey research design was used to explore the aforementioned research questions. Survey research designs are procedures in quantitative research in which investigators administer a survey to a sample or to the entire population of people in order to describe the attitudes, opinions, behaviors, or characteristics of the population (Visser, Krosnick, & Lavrakas, 2000).

Setting

This study took place at the University Saturday Reading Camp (SRC) located at a community center in one of the poorest communities in the U.S. Residents in this community are predominantly African-American and face several social and economic challenges.

Dr. Thomas Blake (this is a pseudonym) developed the University SRC 17 years ago. It was Dr. Blake's goal to build the literacy skills of at-risk children, while helping pre-service

teachers apply the strategies they learned in the classroom to a real-world environment (Moses, 2013). This resulted in an impactful partnership between the university's College of Education and the local city. This partnership resulted in permission for Dr. Blake to operate Reading Camps in low-income communities in the downtown area of the city. The camp is currently held for 11 weeks during the fall and spring semesters and is free of cost to participating children and families. Elementary students receive about an hour of instruction from pre-service teachers in the College of Education on a one-to-one or one-to-two ratio (Moses, 2013). These pre-service teachers provide initial assessment and tailored reading support to each child. The University SRC is also designed to enrich children's literacy lives and improve their attitudes toward, and experiences with, reading by providing positive literacy experiences.

Pre-service teachers use a variety of informal reading assessments to gauge the strengths and needs of the students they tutor. Thereafter, following a lesson-planning template provided by the course instructor, pre-service teachers plan weekly lessons tailored to the needs of the students they tutor. Each week the lessons planned by pre-service teachers include the following components: phonics or phonemic awareness, sight words, vocabulary development, guided reading and meaningful practice. The course instructor from the university works with these pre-service teachers providing them with feedback about their weekly lesson plans, providing instruction and model lessons on the aforementioned components.

While students receive tutoring, parents also have the opportunity to participate in a Parent Education Program that teaches them how they can support their child at home and school. The Parent Education Program is usually held during the last six weeks of the University SRC. Parents are coached by an experienced educator in teaching a variety of strategies for

phonics, vocabulary, writing, comprehension, and other area requested by parents. Discussions are also made relevant to the parents by seeking their input on topics and areas they believe they need support.

At the end of the camp, students are provided with a backpack full of books donated by Scholastic so they can start their own libraries at home and continue reading. Through the years, more than 1,500 children have received free tutoring at the University SRC, and more than 100 parents have participated in the Parent Education Program (Moses, 2013).

Participants

Parents and students at the University SRC participated in this study. Student participants were elementary students ranging from ages five to twelve. Parent participants were 38 years of age or older. Seventy-one percent of the parents have earned a high school degree or equivalent, fourteen percent of parents have earned an associates degree and fourteen percent of the parents have earned a bachelors degree. Parent participants were not attending the Parent Education Program at the University SRC during the time of this study. Participants in this study live in a community that is predominantly African American, though its demographics are more diverse with a visible Haitian Creole, Caucasian, and multiracial presence. Seventy-three percent of children in this community live in poverty. Forty-one percent of the participants were adults, while 59 percent were children. Twenty-three percent of the participants spoke other languages in their home besides English.

Sampling Procedure

Subjects were selected to participate in this study using purposive and convenience sampling procedures. In purposive sampling, particular subjects from the population are selected that are useful in providing information about a topic (Gall, Gall, & Borg, 2007; McMillan 2010). The sampling for this study is purposive because only subjects participating in the University's SRC in central Florida were selected to participate in this study. Convenience sampling is a type of non-probability or non-random sampling where members of the target population meet certain practical criteria. These sampling methods were chosen to examine the reading attitudes and habits of a particular group, parents, and students attending a community literacy program in an at-risk community.

Sources of Data Collection and Procedures

Two instruments were designed and used in this study, the *Parents' Reading Attitudes and Habits Survey* (PRAHS) and the *Students' Reading Attitudes and Habits Survey* (SRAHS). Both the parent and student surveys included two sections. The first section focused on reading attitudes posing questions about feelings in different reading situations. The purpose of this section was to gauge how individuals felt in different reading situations. The other section of the survey focused on reading behaviors, posing questions about the behaviors possessed in different reading context. The purpose of this section of the survey was to measure the frequency of individuals' behaviors in relation to reading.

Questions included in the parents' survey resemble the questions in the students' survey so valid comparisons can be made between the parents and students reading attitudes and habits. The objective was to gather sufficient information with limited question items, as not to overwhelm the students or parents completing the surveys. In totality, each survey included 19 questions.

For the reading attitude section of the PRAHS and SRAHS, the *Elementary Reading Attitude Survey* (ERAS) (McKenna & Kear, 1990) was examined. The ERAS measures students' reading attitudes, by having them respond to statements about reading. The *Storia Reading Attitude Survey* (n.d.) was also examined. Both of these surveys provided insight into formatting and the item types for the reading attitude section of the PRAHS and SRAHS. On average 10 out of 19 questions on the PRAHS and SRAHS were about reading attitudes. Two questions were open-ended and approximately eight questions were presented in an ordinal question format, asking participants to circle one of the four responses that closely resembled their feelings about reading based on the statement. The responses ranged from "I don't like it!" to "I love it!"

For the reading habits section of the PRAHS and SRAHS the *Read Write Think Reading Habits Survey* (2006), was examined to inform item types for the PRAHS and SRAHS. *The Read Write Think Reading Habits Survey* contains a majority of yes and no questions about reading habits. The goal of this study was to gauge the frequency of participants' behaviors in relation to reading. Therefore, statements about reading habits were created using ordinal response; participants were asked to check one of four

frequency responses (i.e., every day, once a week, once a month, never) that closely resembled their habits.

To validate the instruments used in this study a pilot study was performed and data was collected and coded to help eliminate weak and irrelevant questions that were not consistent with the purpose of this study. Based on the pilot study results and the feedback-received revisions were made to the surveys used in this study.

Procedures/Timeline

During the first week of the Fall 2017 University SRC, the *Reading Attitudes and Habits Survey* administration process was explained to pre-service teachers; parents and students at the reading camp were invited to participate in the study. The study was explained to the potential participants and parents were invited to take an Informed Consent Form.

After parents signed the consent forms, participating parents and students were given the *Reading Attitude and Habits Survey*. The surveys were administered to the students and parents on site at the University SRC. Parents were instructed to follow the directions on their survey. Parents completed the surveys on site when they dropped off or picked up their children from the University SRC. Assistance was available for parents who may have had difficulties completing the survey. Child participants completed the survey with a pre-service teacher during the University SRC; surveys were read aloud to the child. The survey took approximately ten minutes to complete.

Four weeks after the first implementation of the survey, following the same procedures, the survey was re-administered to examine the reading attitudes and habits of parents and children after four weeks of participation. A designated person collected all data. The primary researcher analyzed the data.

Data Analysis

The PRAHS and SRAHS used in this study included open-ended response, ordinal scale response, and multiple-choice response. The student and parent surveys were coded and analyzed to identify significant conclusions. On the attitude section on the surveys for scoring purposes, on questions 3-10 the values 3, 2, 1 and 0 were assigned to the options ranging from "I love it!" to "I don't like it!" This created a total of 24 possible points for the attitude survey. On a scale of 0-24, scores that were 17 and above were considered positive attitude, scores that were between 9 and 16 were considered neutral attitudes and scores that were 8 and below were considered negative attitudes. These ranges were determined by dividing the total number of possible points (24) into three categories positive, neutral and negative, the higher the score the more positive the reading attitude considered to be.

The habits section of the parent and student survey was also coded. On this portion of the survey for scoring purposes on questions 3-6 the values 3, 2, 1, and 0 were assigned to the options ranging from "Every day or almost every day" to "Never or almost never". This created a total of 18 possible points for the habits portion of the survey. On a scale of 0-18, totals that were 13 and above were considered frequent reading habits, scores between 7 and 12 were considered neutral reading habits, and scores 6 and under were found to be infrequent reading

habits. These ranges were determined by dividing the total number of possible points (18) into three categories positive, neutral and negative. The higher the score the more frequent the reading habits occurred.

Once all data was charted, observations were made to draw conclusions about parents' and students' reading attitudes and habits. Comparisons were then made between parents and students reading attitudes and habits.

Establishing Trustworthiness

To obtain high-quality data, it is important that credibility is established. There were several factors considered in establishing credibility, two of the prominent factors were triangulation and member checking (Lincoln & Guba, 1985). Triangulation entails collecting data from different sources and utilizing multiple strategies to answer research questions, while member checking refers to participants reviewing the data collected on them. This study only used one source of data collection limiting the quality and the validity of the data collected. In addition, member checks were not conducted throughout this study to validate meaning of open-response items on the survey. Purposive sampling was used in this study to examine the attitudes and habit of a specific population. The specificity limits the generalization of the study findings.

Summary

This chapter presents the methodological approach, data collection procedures, and data analysis techniques relevant to this study. Overall, the methods in this study were designed to address questions concerning the reading attitudes and habits of parents and student at a

community literacy center using purposive sampling. The main data collection used in this study was a survey. The results are described in detail in Chapter 4.

CHAPTER FOUR: RESULTS

In this chapter, an analysis of the reading attitudes and habits of adults and children attending the University SRC are presented. Data was collected using a survey. The sections below present: (a) an overview of the results and (b) the results of the data analyses conducted to answer each of study's three research questions.

Overview of Results

Questions three through ten on the parent and student attitude surveys were coded (see Table 1). On a scale of 0 to 24, scores that were 17 and above were considered positive attitudes, scores that were between 9 and 16 were considered neutral attitudes and scores that were 8 and below were considered negative attitudes. Participants completed a pre-survey on the first day of the University SRC and completed a post-survey four weeks into the University SRC. The pre-survey data showed that 57% of parents' attitude towards reading was positive and 43% of parents' attitude towards reading was neutral. Results are displayed in Table 2. The post-survey data resembled the pre-survey data. The results are displayed in Table 3.

Table 1

Reading Attitude Survey Codes

I don't like it	0
It's ok	1
I like it	2
I love it	3

Table 2

Parents' Reading Attitude Pre-Survey Response

Participants	3. How do you feel about reading at work or important documents?	4. How do you feel about reading to learn something new?	5. How do you feel about explaining what you read?	6. How do you feel about reading books at home?	7. How do you feel when someone reads to you?	8. How do you feel about reading with your Children?	9. How do you feel about reading for enjoyment?	10. How do you feel about going to the library?	Raw Score (24)
Parent A	2	2	2	1	2	3	1	1	14
Parent B	0	2	1	1	2	2	3	2	13
Parent C	1	3	3	2	2	3	2	2	18
Parent D	3	3	1	3	2	3	3	2	20
Parent E	1	2	1	1	1	2	1	1	10
Parent F	2	3	2	2	1	3	3	1	17
Parent G	2	3	1	3	3	3	3	3	21
	11	18	11	13	13	21	16	12	

Table 3

Parents' Reading Attitude Post-survey Response

Participants	3. How do you feel about reading at work or important documents?	4. How do you feel about reading to learn something new?	5. How do you feel about explaining what you read?	6. How do you feel about reading books at home?	7. How do you feel when someone reads to you?	8. How do you feel about reading with your Children?	9. How do you feel about reading for enjoyment?	10. How do you feel about going to the library?	Raw Score (24)
Parent A	1	3	2	1	2	3	1	1	14
Parent B	0	1	1	1	2	2	1	2	10
Parent C	2	3	3	1	2	3	2	1	17
Parent D	2	3	1	3	2	3	3	2	19
Parent E	2	2	2	2	2	2	2	2	16
Parent F	2	2	1	3	2	3	3	2	18
Parent G	1	3	3	3	3	3	3	3	22
	10	17	13	14	15	19	15	13	

Pre-survey data showed that 40% of students' attitude towards reading was positive, 40% of students' attitude towards reading was neutral and 20% of students' attitude towards reading was negative. The results are displayed in Table 4. The post-survey data showed that 20% of students' attitude towards reading was positive, 50% of students' attitude towards reading was neutral, and 30% of students' attitude towards reading was negative. The results are displayed in Table 5.

Table 4

Children's Reading Attitude Pre-Survey Response

Participants	3. How do you feel about reading books in your classroom?	4. How do you feel about reading to learn something new?	5. How do you feel when you are asked questions about what you read?	6. How do you feel about reading books at home?	7. How do you feel when someone reads to you?	8. How do you feel about reading with your parents?	9. How do you feel about reading for fun?	10. How do you feel about going to the library?	Raw Score (24)
Child A	2	3	2	3	3	1	3	3	18
Child A2	3	1	0	1	1	1	0	1	8
Child B	3	3	3	3	3	3	3	3	24
Child C	2	1	3		0	0	3	1	9
Child D	0	1	0	0	1	0	1	1	4
Child E	1	2	3	3	0	3	3	2	17
Child E2	1	3	2	3	1	0	2	0	12
Child F	1	2	3	1	3	1	0	3	14
Child F2	3	2	0	2	2	3	2	3	17
Child G	2	3	2	0	2	2	2	2	15
	18	21	18	16	16	14	19	19	

Table 5

Children's Reading Attitude Post-Survey Response

Participants	3. How do you feel about reading books in your classroom?	4. How do you feel about reading to learn something new?	5. How do you feel when you are asked questions about what you read?	6. How do you feel about reading books at home?	7. How do you feel when someone reads to you?	8. How do you feel about reading with your parents?	9. How do you feel about reading for fun?	10. How do you feel about going to the library?	Raw Score (24)
Child A	3	2	1	0	3	2	3	2	16
Child A2	3	0	1	0	0	0	0	0	4
Child B	3	3	3	3	3	3	3	3	24
Child C	3	1	1	3	0	0	3	3	14
Child D	0	1	0	2	0	1	1	1	6
Child E	1	0	0	1	0	0	2	1	5
Child E2	1	2	1	2	0	3	1		10
Child F	1	3	2	0	3	1	0	3	13
Child F2	3	2	1	2	3	3	2	3	19
Child G	1	3	1	3	3	3			14
	19	18	11	16	15	16	15	16	

Questions three through eight on the habits session of the PRAHS and SRAHS were coded (see Table 6). On a scale of 0 to 18, scores that were 13 and above were considered frequent reading habits, scores between 7 and 12 were considered neutral reading habits, and scores 6 and under were considered infrequent reading habits. On the pre-survey data showed that 14% of parents had frequent reading habits, 57% of parents had neutral reading habits, and 29% of parents had infrequent reading habits, the results are displayed in Table 7. The parents' post-survey results resembled the pre-survey results; the results are displayed in Table 8.

Table 6

Reading Habits Survey Codes

Never or almost never	0
Once or twice a month	1
Once or twice a week	2
Every day or almost everyday	3

Table 7

Parents' Reading Habits Pre-Survey Response

Participants	3. I read aloud to someone at home.	4. I listen to someone at home read aloud to me.	5. I talk with my friends about what I am reading.	6. I talk with my family about what I am reading.	7. I read for fun outside of work.	8. I read to find about things I want to learn.	Raw Score (18)
Parent A	0	2	1	0	1	2	6
Parent B	3	0	0	1	1	2	7
Parent C	2	2	1	2	2	2	11
Parent D	3	3	1	1	3	3	14
Parent E	1	1	0	0	0	2	4
Parent F	3	0	2	2	2	2	11
Parent G	3	3	0	0	0	2	8
	15	11	5	6	9	15	

Table 8

Parents' Reading Habits Post-survey Response

Participants	3. I read aloud to someone at home.	4. I listen to someone at home read aloud to me.	5. I talk with my friends about what I am reading.	6. I talk with my family about what I am reading.	7. I read for fun outside of work.	8. I read to find about things I want to learn.	Raw Score (18)
Parent A	2	2	0	1	1	3	9
Parent B	3	2	0	0	0	2	7
Parent C	2	3	1	2	2	3	13
Parent D	3	3	1	1	3	1	12
Parent E	1	1	0	0	0	1	3
Parent F	2	1	2	2	2	2	11
Parent G	3	0	0	0	1	1	5
	16	12	4	6	9	13	

The students' pre-survey data showed that 10% of students had frequent reading habits, 40% of students had neutral reading habits and 50% of students had infrequent reading habits. The results are displayed in Table 9. Students' post-survey data showed that 10% of students had frequent reading habits, 70% of students had neutral reading habits and 20% of students had infrequent reading habits; the results are displayed in Table 10.

Table 9

Children's Reading Habits Pre-Survey Response

Participants	3. I read aloud to someone at home.	4. I listen to someone at home read aloud to me.	5. I talk with my friends about what I am reading.	6. I talk with my family about what I am reading.	7. I read for fun outside of school.	8. I read to find about things I want to learn.	Raw Score (18)
Child A	1	2	3	0	3	3	12
Child A2	0	0	0	0	0	0	0
Child B	3	3	2	3	2	3	16
Child C	0	0	3	0		3	6
Child D	1	0	2	1	0	2	6
Child E	0	0	0	3	2	1	6
Child E2	0	0	3	2	1	3	9
Child F	2	3	0	3	0	0	8
Child F2	0	0	1	3	3	1	8
Child G	0	0	0	0	0	0	0
	7	8	14	15	12	16	

Table 10

Children's Reading Habits Post-survey Response

Participants	3. I read aloud to someone at home.	4. I listen to someone at home read aloud to me.	5. I talk with my friends about what I am reading.	6. I talk with my family about what I am reading.	7. I read for fun outside of school.	8. I read to find about things I want to learn.	Raw Score (18)
Child A	0	3	3	0	3	3	0
Child A2	0	0	0	0	0	0	0
Child B	1	1	3	1	2	1	0
Child C	3	0	3	0	3	3	0
Child D	3	0	0	0	2	2	0
Child E	3	0	0	0	2	1	0
Child E2	0	1	3	2	3	1	0
Child F	0	2	0	3	0	3	0
Child F2	1	0	2	1	2	1	0
Child G	3	3	0	3	3	3	0
	15	8	14	9	20	18	

Research Question One: *What are the reading attitudes and habits of children who attend the University Saturday Reading Camp?*

Ordinal survey responses were used to examine the attitudes and habits of children attending the University SRC. Results from the SRAHS showed that the majority of the students had a positive or neutral attitude towards reading, showing a great interest in reading activities or impartial interest in reading activities. The majority of students seemed to share positive attitudes about reading to learn something new, going to the library and reading with someone; on the contrary data showed that the majority of the students reported having a negative attitude about reading books with their parents.

After four weeks, the post-survey data showed that the majority of the students had a neutral attitude towards reading activities, showing neither a great interest nor disinterest. Data showed that majority of the students still shared a high interest in reading to learn about something.

Ordinal survey responses were used to examine the habits of students. Data showed that the majority of students reported having infrequent reading habits, meaning outside of school they engage in reading activities once or twice a week. The majority of students seemed to engage in reading activities at home when they were interested in reading to learn about something.

After four weeks, the post-survey data showed that the majority of the students reported having reading habits that were neutral. Results showed that the majority of the students still read most often to learn about something.

Research Question Two: *What are the reading attitudes and habits of parents whose children attend the University Saturday Reading Camp?*

Ordinal survey responses were used to examine the attitudes of parents attending the University SRC. Data showed that majority of the parents held a positive attitude towards reading. Most of the parents reported having positive attitudes about reading with their children. After four weeks, data from the post-survey showed the same results.

Ordinal survey responses were used to examine the reading habits of parents at the University SRC. The results showed that the majority of the parents reported possessing neutral reading habits, meaning they engaged in reading activities a few times throughout the week. Only 14% of the parents reported having frequent reading habits. Data showed that the majority of the parents participated in reading activities such as reading with someone at home or reading to learn something. After four weeks data from the post-survey showed the same results.

Research Question Three: *Are there similarities or difference between the reading attitudes and habits of parents and their children who attend the University Saturday Reading Camp?*

Eight questions from the PRAHS and the SRAHS were compared to examine the similarities and differences between parents and children reading attitude. Overall, data showed that there were mostly differences in the attitudes of parents and their children. Data showed that the majority of the parents held more positive attitudes towards reading than their children. Most parents had positive attitudes about reading with their children, while most children had neutral to negative attitudes about reading with their parents. Both parents and students shared similar interest in reading to learn something.

Data from the post-survey had similar results showing mostly differences between the reading attitudes of parents and their children. Overall, data reported that parents' had a more positive attitude towards reading. On the post-survey, totaled data showed that the children had a more positive attitude towards reading in the classroom while data showed that parents had a more positive attitude towards reading with their children. Data showed that both parents and children held positive attitudes about reading to learn something.

Six questions were compared to examine the reading habits of parents and their children. Data showed that there were mostly differences in the reading habits of parents and their children; 40% of children reading habits were relatively similar to their parents, which were neutral or infrequent. Overall, reading to learn something was the habit that appeared to happen most frequent among parents and their children. Data showed that parents reported listening to someone read aloud to them and reading aloud to someone at home more frequently than the children reported doing those things. Data reported that the children tend to talk more about what they are reading than their parents.

The post-survey data showed differences between 50% of children and their parents and similarities between 50% of children and their parents. Overall, data reported that parents' most frequent habits consisted of reading aloud to someone at home and reading to find out about things they wanted to learn. One of the students' most frequent habits also consisted of reading to find out about something they wanted to learn and reading for fun outside of school. Data reported that parents' most infrequent habits consisted of talking about what they read with family and friends, while data reported

students' most infrequent habits consisted of listening to someone read aloud to them at home and talking about what they read with their family.

CHAPTER FIVE: CONCLUSIONS & IMPLICATIONS

The purpose of this study was to examine the similarities and differences in the reading attitudes and habits of parents and students participating at the University SRC in an at-risk community. The results were obtained through the PRAHS and SRAHS. The data obtained in this study is not indicative of the experiences that the parents and children received at the University SRC; there was not sufficient time to explore the University SRC potential impact on the reading attitudes and habits of parents and their children.

The results from the attitude portion of the PRAH pre-survey and post-survey were consistent showing no changes in the parents' attitudes over the course of four weeks. This may be due to the fact that during the period of this study, the Parent Education Program was not yet in session, therefore no parents were participating in the Parent Education Program. The results from the attitude portion of the SRAH pre-survey and post-survey showed a significant decline in the reading attitudes of students over the course of four weeks. Overall, data from the pre-survey and post-survey showed mostly differences in the reading attitudes of parents and their children. Data reported that the attitudes of parents were more positive than their children. However, data showed that children held positive attitudes towards reading in the classroom. Previous studies have found that African-American students tend to be more motivated to read in situations where they think reading is important, when they feel challenged or when reading is tied to involvement in activities. Baker & Wigfield, 1999; Mckenna et al., (1995) reported that African American students in grades 1-6 tend to have a more positive attitude towards academic reading than recreational reading.

In this study, habits were associated with the frequency of behaviors. Part of this study focused on how parents' behaviors may be influenced by the University SRC in the area of reading. Data from the PRAH pre-survey and post-survey were consistent showing no changes in parents' habits over the course of four weeks. This may be due to the fact that during the period of this study, the Parent Education Program was not yet in session, therefore no parents were participating in the Parent Education Program. The results from the habits portion of the SRAH pre-survey and post-survey showed a moderate increase in the reading habits of students over the course of four weeks. Data showed that there were mostly differences in the reading habits of parents and their children, however, those differences were not drastic; 40% of children reading habits were relatively similar to their parents, which were neutral or infrequent. The post-survey data showed differences between 50% of children and their parents and similarities between 50% of children and their parents. In a study, Mullan (2010) conducted observing the reading habits of parents and their children she found that parents served as good role models and played a major role in promoting reading behaviors.

Methodological Limitations

The limitations of this study are as follows. First, the data source had limitations on the quality and rigor, affecting the validity and reliability of the data. Second, the sample was purposive limiting the sample population to parents and their children who attended a family literacy camp in a low-income area. Third, the sample size was relatively small and did not necessarily represent all of the population of children and families attending the University SRC. Fourth, the data collected in this study was self-

reported. Self-reports rely on the honesty of the participants and their understanding of the questions. Student participants' understanding of questions may vary, and in turn, may affect how they respond to the survey questions. Fifth, researcher bias also added to the study's methodological limitations. The researcher assumed that the parents and students in the population surveyed would have negative attitudes towards reading and would have infrequent reading habits. Sixth, the study timeline also added to the methodological limitations; there was not sufficient time to explore the potential impact that the University SRC had on the participants' reading attitudes and habits. Last, the primary researcher was not present to oversee the administration the surveys, and can't ensure that there was standardization in the administration of the surveys used in this study. The survey administration procedures could have interfered with how children responded to the survey questions and account for the drastic changes in the children's pre-survey and post-survey responses. Based on these methodological limitations, implications for future research are offered in the section below.

Implications

Parents play a significant role in the habits children develop as readers. In order to intervene with problems, such as the lack or decrease interest in reading, especially in at-risk communities it may be beneficial for community literacy program to encourage and help build parents' literacy habits. Along with continuing to help parents support their children literacy development, programs such as the University SRC can consider the following: inform parents about how their reading habits may possibly influence their children's habits and provide parents

with reading material that would help build their own literacy habits such as reading books, magazines, blogs, and other possible material of interest. These programs can also encourage parents to spend time reading and engaging in literacy activities with their children recreationally and not only for academic purposes.

Implications for Future Research

As previously stated one limitation was the instrument used to collect data, it provided a limited source of data and was limited in regards to the reliability and validity of the results. Future research should be conducted to address this issue by using a triangulation method in the data collection process. Triangulation involves using multiple lines of evidence to assure the validity of the research.

In future research, I would revisit the actual design and construction of the surveys. There was limited time to look into the psychometric aspects of the survey design such as developing an adequate number of items, looking into the construct and the validity of items, and the survey scale. Now that a little bit of data has been obtained, looking into the survey design would be apart of future research goals.

Another limitation was the sample size and the sample selection. For future research, it would be beneficial to increase the population size to represent the population better. Random sampling may also be more beneficial, providing members of the population equal chances of being selected.

During this study, the primary researcher was not present to oversee the administration of the surveys. For future research to ensure that there is standardization in the administration of the

surveys, it would be beneficial for the primary researcher to be present during the pre-survey and post-survey administration.

In future research, I would examine how the attitudes of parents and students change throughout the University SRC. I would also compare the reading habits and attitudes among the students whose parents attend the parent literacy program and the students whose parents do not attend the parent literacy program. During the time of this study the Parent Program was not yet in session, for that reason parent participants did not attend the Parent Program; in the future, I would like to explore the changes in parents' reading attitudes and habits before and after attending the Parent Education Program. Finally, in the future, I would be interested in completing a study that would further explore the importance of parents' attitudes toward reading and literacy versus just their commitment to their children's literacy and academic performance.

Conclusion

The purpose of this study was to examine and compare the reading attitudes and habits of parents and their children in low-income communities. Accordingly, this study examined the reading attitudes and habits of parents and their children at the University SRC in an impoverished community in the U.S. Data was collected through the PRAHS and SRAHS. There were a number of methodological limitations in this study. Overall, data showed that there were mainly differences between the types of attitudes parents and their children held towards reading. Parents generally held a more positive attitude towards reading than their children did. However, an equal number of children and parents shared similarities as well as differences in

the frequency of their reading habits. The data obtained in this study is not indicative of the experiences that the parents and children received at the University SRC; there was not sufficient time to explore the potential impact on their reading attitudes and habits.

APPENDIX A: APPROVAL LETTER



University of Central Florida Institutional Review Board
Office of Research & Commercialization
12201 Research Parkway, Suite 501
Orlando, Florida 32826-3246
Telephone: 407-823-2901 or 407-882-2276
www.research.ucf.edu/compliance/irb.html

Approval of Human Research

From: **UCF Institutional Review Board #1
FWA00000351, IRB00001138**

To: **Darlshawn Lotesia Patterson**

Date: **April 26, 2017**

Dear Researcher:

On 04/26/2017 the IRB approved the following human participant research until 04/25/2018 inclusive:

Type of Review: UCF Initial Review Submission Form
Expedited Review

Project Title: A Qualitative Study Comparing the Reading Attitudes and Habits of Parents and their Children

Investigator: Darlshawn Lotesia Patterson

IRB Number: SBE-17-13073

Funding Agency:

Grant Title:

Research ID: n/a

The scientific merit of the research was considered during the IRB review. The Continuing Review Application must be submitted 30 days prior to the expiration date for studies that were previously expedited, and 60 days prior to the expiration date for research that was previously reviewed at a convened meeting. Do not make changes to the study (i.e., protocol, methodology, consent form, personnel, site, etc.) before obtaining IRB approval. A Modification Form **cannot** be used to extend the approval period of a study. All forms may be completed and submitted online at <https://iris.research.ucf.edu>.

If continuing review approval is not granted before the expiration date of 04/25/2018, approval of this research expires on that date. When you have completed your research, please submit a Study Closure request in iRIS so that IRB records will be accurate.

Use of the approved, stamped consent document(s) is required. The new form supersedes all previous versions, which are now invalid for further use. Only approved investigators (or other approved key study personnel) may solicit consent for research participation. Participants or their representatives must receive a copy of the consent form(s).

All data, including signed consent forms if applicable, must be retained and secured per protocol for a minimum of five years (six if HIPAA applies) past the completion of this research. Any links to the identification of participants should be maintained and secured per protocol. Additional requirements may be imposed by your funding agency, your department, or other entities. Access to data is limited to authorized individuals listed as key study personnel.

In the conduct of this research, you are responsible to follow the requirements of the [Investigator Manual](#).

On behalf of Sophia Dziegielewski, Ph.D., L.C.S.W., UCF IRB Chair, this letter is signed by:



Signature applied by Gillian Amy Mary Morien on 04/26/2017 12:24:26 PM EDT

IRB Coordinator





APPENDIX B: STUDENTS' READING ATTITUDE AND HABBIT'S SURVEY

Student Survey

Reading Attitude

1. Complete the sentence below:
I think reading is _____
2. List three words that come to mind when you think about reading a book?

Below, you will find questions about you and what you think. For each question, place a check mark in the box that best describes how you feel.

	 I don't like it!	 It's OK.	 I like it.	 I love it!
3. How do you feel about reading books in your classroom?				
4. How do you feel about reading to learn something new?				
5. How do you feel when you are asked questions about what you read?				
6. How do you feel about reading books at home?				
7. How do you feel when someone reads to you?				
8. How do you feel about reading with your parents?				
9. How do you feel about reading for fun?				
10. How do you feel about going to the library?				
11. How do you feel about reading at the Saturday Reading Camp?				

Reading Habits

1. Why do you usually read a book?
 - a. Because I think I should.
 - b. Because it was assigned to me.
 - c. Because I am interested in the topic or author.
 - d. I don't read books

2. Where do you read? Check all that apply.
 - a. In school.
 - b. On the bus.
 - c. In a car or truck.
 - d. In bed.
 - e. At the computer.
 - f. In the bathroom.
 - g. In the kitchen or family room.
 - h. At the library.

How often do you do these things outside of school?

Check one box for each number.

	Every day or almost every day	Once or twice a week	Once or twice a month	Never or almost never
3. I read aloud to someone at home				
4. I listen to someone at home read aloud to me				
5. I talk with my friends about what I am reading				
6. I talk with my family about what I am reading				
7. I read for fun outside of school				
8. I read to find out about things I want to learn				

APPENDIX C: PARENTS' READING ATTITUDE AND HABBITTS SURVEY

Parent survey

Name:
Child(ren) name(s):

Reading Attitude

1. Complete the sentence below:

I think reading is _____

2. What words come to mind when you think about reading a book?

Below, you will find questions about you and what you think. For each question, place a check mark in the box that best describes how you feel.

	I don't like it!	It's OK.	I like it.	I love it!
3. How do you feel about reading at work or reading important documents?				
4. How do you feel about reading to learn something new?				
5. How do you feel about explaining what you read?				
6. How do you feel about reading books at home?				
7. How do you feel when someone reads to you?				
8. How do you feel about reading with your child(ren)?				
9. How do you feel about reading for enjoyment?				
10. How do you feel about going to the library?				

Reading Habits

1. Why do you usually read a book?

- Because I think I should.
- Because it was assigned to me.
- Because I am interested in the topic or author.
- I don't read books

2. Where do you read? Check all that apply.

- At work.
- In a car or truck.
- In bed.
- At the computer.
- In the bathroom.
- In the kitchen or family room.
- At the library.

How often do you do these things outside of work?

Check one box for each row.

	Every day or almost every day	Once or twice a week	Once or twice a month	Never or almost never
3. I read aloud to someone at home.				
4. I listen to someone at home read aloud to me.				
5. I talk with my friends about what I am reading.				
6. I talk with my family about what I am reading.				
7. I read for fun outside of work.				
8. I read to find out about things I want to learn.				

Does seeing your child (ren) read and being read to at the Saturday Reading Camp encourage you to read more?

- yes
- no
- not sure

LIST OF REFERENCES

- A. Al Seyabi, F. f., & S. Al Amri, K. (2016). Omani students' attitudes towards EFL reading between school and university foundation programs: A bridge or a gap?. *Journal Of Educational & Psychological Studies / Magallat Al-Dirasat Al-Tarbawiyat Wa-Al-Bafsiyyat*, 10(4), 706-717.
- Baker, L., & Scher, D. (2002). Beginning readers' motivation for reading in relation to parental beliefs and home reading experiences. *Reading Psychology*, 23(4), 239.
- Baker, L., & Wigfield, A. (1999). Dimensions of children's motivation for reading and their relations to reading activity and reading achievement. *Reading Research Quarterly*, 34, 452-477.
- Ball, D., & Iyengar, S. (2007). To read or not to read: a question of national consequence. Washington, DC : *National Endowment for the Arts*, [2007]
- Cambria, J., & Guthrie, J. T. (2010). Motivating and engaging students in reading. *The NERA Journal*, 46(1), 16-29.
- Chotitham, S., & Wongwanich, S. (2014). The reading attitude measurement for enhancing elementary school students' achievement. *Procedia - Social And Behavioral Sciences*, 116 (5th World Conference on Educational Sciences), 3213-3217.
doi:10.1016/j.sbspro.2014.01.737
- Gall, M. D., Gall. J. P.,& Borg, W. R. (2007). *Educational research: An introduction* (8th ed.). New York, NY: Pearson.
- Gambrell, L. (1996). Creating classroom cultures that foster reading motivation. *The Reading Teacher*, (1), 14.

- Gambrell, L., & Marinak, B. (2013). *Reading motivation: What the research says*. Retrieved from <http://www.readingrockets.org/>
- Grayum, H. (1954). How parents' attitudes affect children's reading. *The Reading Teacher*, 7(4), 195-199. Retrieved from <http://www.jstor.org/stable/20196771>
- Guthrie, J. T., McRae, A., & Klauda, S. L. (2007). Contributions of concept-oriented reading instruction to knowledge about interventions for motivations in reading. *Educational Psychologist*, 42, 237-250.
- Hart, B., & Risley, T. R. (2003). The early catastrophe: The 30 million word gap. *American Educator*, 27(1), 4-9.
- International Literacy Association. (2017). *What's hot in literacy: 2017 report*. Retrieved from www.literacyworldwide.org
- Martínez, R. S., Arıcak, O. T., & Jewell, J. (2008). Influence of reading attitude on reading achievement: A test of the temporal-interaction model. *Psychol. Schs.*, 45: 1010–1023
doi:10.1002/pits.20348
- McKenna, M., & Kear, D. (1990). Measuring attitude toward reading: A new tool for teachers. *The Reading Teacher*, 43(9), 626-639. Retrieved from <http://www.jstor.org/stable/20200500>
- Morgan, P. L., Farkas, G., Hillemeier, M. M., & Maczuga, S. (2009). Risk factors for learning-related behavior problems at 24 months of age: Population-based estimates. *Journal of Abnormal Child Psychology*, 37, 401-413.
- Morni, A., & Sahari, S. (2013). The impact of living environment on reading Attitudes. *Procedia - Social And Behavioral Sciences*, 101(AMER (ABRA Malaysia) International

Conference on Quality of Life, AicQoL2013Langkawi), 415-425.

doi:10.1016/j.sbspro.2013.07.215

Moses, V. (2013). City of Orlando names March 25 Dr. Timothy Blair day. *UCF Today*.

Retrieve from <https://today.ucf.edu>

Mullen, J. (2010). Developing positive attitudes in children. *National Association of School Psychologists*

Mullis, I. V. S., Martin, M. O., Foy, P., & Drucker, K. T. (2012b). *PIRLS 2011 international results in reading*. Chestnut Hill, MA, USA: TIMSS & PIRLS International Study Center, Boston College.

National Center for Education Statistics. (2015). National Assessment of Educational Progress: An overview of NAEP. Washington, D.C.: *National Center for Education Statistics, Institute of Education Sciences, U.S. Department. of Education.*

National Governors Association Center for Best Practices & Council of Chief State School Officers. (2010). *Common Core State Standards for English language arts and literacy in history/social studies, science, and technical subjects*. Washington, DC: Authors.

Partin, K., & Hendricks, C. G. (2002). The relationship between positive adolescent attitudes toward reading and home literary environment. *Reading Horizons, 43*(1), 61-84.

Pfost, M., Schiefer, I. M., & Artelt, C. (2016). Intergenerational continuity in attitudes toward reading and reading behavior. *Learning And Individual Differences, 51*, 179-188.

doi:10.1016/j.lindif.2016.09.002

- ReadWriteThink. (2006). Reading habits survey. Retrieved from http://www.readwritethink.org/files/resources/lesson_images/lesson915/ReadingHabitsSurvey.pdf
- Russ, K. M. (1989). Relating reading attitude to reading achievement in an East Los Angeles junior high school. *Reading Improvement, 26*, 208-214
- Scholastic Inc. (n.d). *Storia Reading Attitude Survey*. Retrieved from <http://www.scholastic.com/storia-school/>
- Schwartz, W. &ERIC Clearinghouse on Urban Education.(1999). Family literacy strategies to support children's learning. *ERIC Digest Number 144*.
- Smith, F. (2004). *Understanding reading* (6th Ed.). Mahwah, NJ: Earlbaum.
- Stanovich, Keith E. (1986). Matthew effects in reading: Some consequences of individual differences in the acquisition of literacy. *Reading Research Quarterly, 22*, 360-407.
- Stephens, M., Erberber, E., Tsokodayi, Y., Kroeger, T., & Ferguson, S. (2015, December). *Is reading contagious? Examining parents' and children's reading attitudes and behaviors*. (Policy Brief No. 9). Amsterdam, The Netherlands: IEA. Retrieved from http://www.iea.nl/policy_briefs.html
- Visser, P. S., Krosnick, J. A., & Lavrakas, P. (2000). Survey research In H. T. Reis & C. M. Judd (Eds.), *Handbook of research methods in social psychology*. New York: Cambridge University Press.
- Wade, Q. D. (2012). The relationship between reading attitude, self-efficacy, motivation, and the reading achievement of fifth grade African-American males. *ProQuest LLC*,

Zero To Three. (2003). *Early literacy*. Retrieved July 04, 2017, from

<https://www.zerotothree.org/early-learning/early-literacy>

Zygouris-Coe, V. (2007). Family literacy: The Missing link to school-wide literacy efforts.

Reading Horizons, 48 (1). Retrieved from

http://scholarworks.wmich.edu/reading_horizons/vol48/iss1/6