

A Study of the Correlations among Reading Frequency, Participation in Reading Environments and Reading Attitude

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Abstract

The present study was designed to measure the extent to which the reading frequencies of the mother, father and child affect the child's participation in reading environments and the extent to which participation in reading environments influences the child's development of an academic and recreational reading attitude. A total of 550 eighth graders participated in the study. Whereas their academic and recreational reading attitudes were measured through the Survey of Adolescent Reading Attitudes (SARA), their reading frequencies were revealed via the reading frequency form. The data were analyzed through Multiple Indicators Multiple Causes (MIMIC) approach on the basis of structural equation modeling. The conceptual model established in accordance with the purpose of the study was subject to a test, which indicated that the model had decent goodness of fit values. All the path coefficients for the model were significant ($p < 0.05$). The findings suggested that parental reading frequency had a positive impact on the child's participation in reading environments, and willingness to participate in reading environments was significantly correlated with the child's academic and recreational reading attitudes.

Keywords: *Reading frequency, reading attitude, participation in reading environments.*