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ABSTRACT
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sociocultural background or the child's gender. Frequency of exposure to and
interaction with printed materials did not predict differences in the child's
self-reported motivation. Both African-American and European-American parents
reported similar experiences for their children and similar ideas regarding
their child's emerging competencies. Parents from lower income backgrounds
differed from parents of middle income backgrounds in their reports of
reasons for which reading is important, their ideas about their children's
emerging competencies, and their reports of the children's frequency of
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Attitudes toward Reading and Children's Home Literacy Environments

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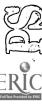
Abstract

Sixty-five first graders from various socio-cultural backgrounds and their caregivers participated in a study designed to look at the relationship between children's home literacy environments and their motivations for reading. Each child completed a Motivations for Reading interview which assessed four components of reading motivation: interest in reading, self-concept as a reader, sense of the value of reading, and enjoyment of library related activities. Caregivers of all children were interviewed regarding their ideas about the importance of reading, their ideas about their child's emerging literacy skills, and their quantitative estimates of the child's frequency of interactions with printed materials. Results suggest that the Motivations for Reading scale has adequate reliability and consistency. Factor analysis of the items on the scale suggest that the scale does tap more than one component of motivation. The children's responses suggest that first graders have generally positive feelings about reading, regardless of socio-cultural background or the child's gender. Frequency of exposure to and interaction with printed materials did not predict differences in the child's self-reported motivation. Both African-American and European-American caregivers reported similar experiences for their children and similar ideas regarding their child's emerging competencies. Parents from lower income backgrounds differed from parents of middle income backgrounds in their reports of reasons for which reading is important, their ideas about their child's emerging competencies, and their reports of the children's frequency of interaction with printed materials. Parental beliefs regarding the reasons for which reading is important were related to the child's motivations. The results suggest that children's motivations for reading early in the first grade are consistently strong, although there are some consistent differences in the home literacy environments of these children.

Introduction

This study was designed to look at the relationship between first grader's motivations for reading and their home literacy environments. Prior research in this domain has not addressed the multiple components of motivation nor has it included a detailed analysis of the home literacy environment including parental beliefs. Reading motivation has been studied from several different perspectives including: general motivation theory, links between attitude and achievement, gender differences in attitudes, and links between SES and attitude.

Evidence from motivation research suggest that both competence beliefs (perceived competence) and value beliefs independently influence activity choice in older children (Eccles, Wigfield, Harold & Blumenfeld, 1993). Further research suggests that even first grade children can discriminate in attitudes among domains such as sports, math, reading, and music (Eccles et al., 1993). Studies of attitudes suggest that even preschoolers can accurately complete self-reports of their attitudes (Alexander & Filler, 1976; Saracho, 1986). Measures looking at reading attitude in young children mostly tap interest, neglecting the children's perceptions of the value of literacy or the importance of literacy for daily life (e.g., Wallbrown, Brown & Engin, 1978; Saracho, 1986). In addition these measures tend not to address the child's self-perceptions regarding ability.

Research has linked attitude and achievement to some degree; however, researchers argue that attitude is worthy of study regardless of achievement because knowing how to read is no guarantee that a child will become an independent, confident reader (Neuman, 1986; Paris, 1991).

As early as preschool gender differences have been observed in interest in reading (e.g., Lomax, 1976). However, preschool measures of interest have been based almost exclusively on classroom observations of activity choice (Lomax, 1976; Morrow, 1985). Activity choice may not reflect aspects of motivation. Boys may be encouraged to engage in physical play but still value and have interest in reading. In older children girls continue to demonstrate more interest in reading than boys, as measured by amount of leisure time spent reading.

With respect to socio-economic status, researchers caution that income level and attitude links are likely due to differences in the environment rather than income level itself (Greaney & Hegarty, 1987; Neuman, 1986; Rowe, 1991). Income level, therefore, is seen as a proxy variable, a somewhat inadequate measure of the home environment.

There has been little research regarding adult reading attitudes, and less still is known about the relations between parent and child attitudes (Smith, 1990). Parental literacy beliefs have been correlated with academic achievement, but parental beliefs have not been studied in connection with child beliefs. Higher SES adults do tend to have more positive attitudes towards literacy than those from lower SES backgrounds. In adults, females tend to report more positive attitudes towards literacy than males (Smith, 1990).

Studies looking at the relationship between the home environment and reading motivation have mostly studied older children. These studies suggest that what parents do in the home is a better predictor of interest than income level (Greaney & Hegarty, 1987; Neuman, 1986). The specific aspects of the home environment which relate to interest in reading tend to be ill-defined. The research does suggest that parents from different socio-cultural backgrounds can provide home environments that support a child's leisure reading, but again the specific home factors have not been well described. Two factors found to relate to attitude include frequency of library visits and frequency of reading to children.

Purposes of study

The purposes of this study were to look more specifically at the home environment to further clarify which experiences relate to reading attitude. In this study we looked at the home literacy environment to determine the level of exposure to printed materials and the amount of interaction with print materials. We also looked at the parents' beliefs regarding their child's emerging literacy competencies. With respect to the children's motivations, we designed a self-report measure which was constructed with the purpose of tapping the multiple dimensions of motivations. This measure was designed to account for more than just "interest" by including items which measure perceived competence and value.

Predictions

We predicted that children with more positive motivations would: interact with books more often, visit the library more, and have more exposure to print. We also expected females to have more positive motivations than males. We expected children from higher income backgrounds to have more positive motivations than children from lower income backgrounds. However, we expected that income level would not account for significant variance in the child's motivations scores once the home literacy environment factors had been considered. We also expected the following income level differences: children from lower income families would engage in less story reading and visit the library less than their higher income counterparts.

Method

Participants

Sixty-five first grade children attending schools in Baltimore City and their caregivers participated in this study. Thirty-three of the children were participants in a larger study looking at emergent literacy development, the Early Childhood Project (ECP; described in Baker, Sonnenschein, Serpell, Fernandez-Fein & Scher, 1994). Of those 33 children, 7 were middle income (defined as not receiving free or reduced lunch and attending a school in a middle income neighborhood), and the remaining 26 were low income (receiving free lunch and attending a school where most children received free lunch). All of the children from the ECP attended public school in Baltimore City. The other 32 children in this study were recruited for the purposes of this study, and all were from middle income background. All of these children attended private schools located in Baltimore City, and none received financial assistance. The mean age of children in this study was six years, five months (see also Table 1). Thirty-five of the children were female. The mothers of the middle income children were significantly older than mothers of lower income children. Mothers of middle income children also reported more years of education than mothers of low income children. Similarly, fathers of middle income children were reported to have more years of education than fathers of low income children. There were no differences in maternal or paternal age or educational attainment when comparing the children who participated in only this study to those who were part of the ECP.

Measures

The measures given to all families included the Motivations for Reading Scale for children, and interviews with a caregiver.

Motivations for Reading Scale. This scale was individually administered to all children at their school by a researcher of the same ethnicity as the child, except for the middle income African-American children, some of whom were tested by a European-American researcher. Administration of the scale required the child to choose which of two options they more closely resembled. Response choices were presented to the children using 2 stuffed animals (e.g. "Regal likes to read but Cha Cha doesn't like to read, who are you more like?). Children were then asked to further differentiate their response by indicating if they were "a lot" or just "a little" like the animal in the statement. Scoring thus yielded a four-point scale, with higher numbers indicating a more positive preference. This response format was adopted to reduce the children's susceptibility to responding in a socially desirable manner. Children were given three training items to assure they understood the questioning format. The scale was designed to tap four separate components of reading motivation: general interest in reading, value of reading, self-concept as a reader, and interest in library-related activities. The items comprising each subscale are presented in Table 2.

Measures of the home environment. Caregivers participating in the ECP were interviewed in person; phone interviews were conducted with caregivers of children recruited for this study. All low income caregivers (ECP sample only) were interviewed by a researcher of the same ethnicity. All middle income caregivers were interviewed by a European-American researcher. All interviews were audio-taped and transcribed for later coding. Caregivers were asked about 3 areas: the child's frequency of interactions with books, the child's frequency of exposure to printed materials, and a series of open-ended caregiver beliefs questions. All questions are presented in Table 3. Frequency estimates for interactions with books were rated on the following 0 to 3 rating scale:

(0) not at all,

(1) very rarely; less than once a week,

(2) occasionally; somewhere between the extremes of '1' and '3', and,

(3) very often; almost every day.

Coding

For the open-ended questions, categories of responses were determined by categorizing actual parent responses. The following is a description of the categories mentioned by caregivers in response to each question.

Reasons for reading. Parents were asked "What are the most important reasons for reading?", and "How will being a good reader help your child in the future?". Parental responses fell into nine distinct categories as follows:

1) Reading is Necessary, responses suggested that the child needs to learn how to read for daily living activities or that reading was of general importance;

2) Reading for Learning, responses suggested that reading will allow the child to acquire knowledge and reading will broaden horizons or expose child to new ideas;

3) Reading for Education, responses suggested that reading was needed so that the child could get through school, or continue to higher education;

4) Reading for Specific Skills, responses mentioned both academic skills such as vocabulary and a variety of other skills such as communication or computer use;

5) Reading for Self-esteem, responses indicated that being a better reader would help the child to feel better about himself;

6) Reading for Enjoyment, responses indicated that reading would be a source of personal enjoyment for the child;

7) Reading for Empowerment/Self-Actualization, responses indicated that reading would make the child independent, give the child the ability to be anything the child wants, and allow the child to get ahead or succeed;

8) Reading for Employment, responses focused on getting a job or doing what a job required, and,

9) Reading for Social Relations, responses focused on being able to help other children with reading and being able to read with the child's own family when older.

Interest in being read to. Parents were also asked "Does your child like to be read to". This question was followed-up by asking "what is it about being read to that he/she likes" (asked of 57% of respondents) or "what lets you know that he/she likes to be read to" (asked of 72% of respondents). For parents asked what their child liked about reading, three distinct ideas were described:

1) the interpersonal interaction, highlighting interaction or involvement with the family or attention;

2) the routine, highlighting the habit or routine of being read to;

3) things about the book or story, highlighting the story, the pictures, or hearing about different people or animals.

For the parents asked what the child does that indicated the child enjoys being read to, four actions were described:

1) the child requests to be read to;

2) the child demonstrates a willingness to listen;

3) the child gives an affective demonstration in response to the story;

4) the child takes an active or verbally interactive role when read to.

Interest in learning to read. Lastly, parents were asked "Is your child interested in learning to read on his/her own" and "What does he/she do that lets you know that"?. In response to this question, parents identified four way in with the child demonstrates an interest in learning to read. The child:

1) attends to words/decoding, the child asks about words or pints out words he knows;

2) pretends to read, the child either "reads the pictures" or pretends to read familiar books;

3) demonstrates general interest in books, the child has always liked books or is always into books;

4) child read; the child is already able to read and spontaneously reads.

Results

Analyses of the data focused on 4 areas: the psychometric properties of the scale, differences in motivation scores by cultural group and related to home environment, cultural patterns in print exposure and interaction, and cultural patterns in caregiver beliefs. An *a piori* significance level of $p=.01$ was used due to the large number of analyses conducted.

Motivations for Reading Scale: Psychometric properties

Overall, the Motivations for Reading scale demonstrated adequate consistency and reliability. Chronbach's alpha for the total score on the scale and for the theoretical subscales was acceptable, ranging form 0.86 on the summary score to 0.60 on the library activity scale which was comprised of the fewest items (2). Principle components factor analysis of the scale was conducted to seek support for the theoretical subscales. Three interpretable factors emerged from this analysis (see Table 4). The Value subscale was an exact replication of the theoretical Value subscale. The Enjoyment subscale was similar to the theoretically based Enjoyment subscale. The Self-concept factor contained 2 of the 3 items designed to tap self-concept.

Differences in motivations

A series of 3-way Gender by Income by Ethnicity ANOVA's were conducted on the total motivation score and the score for each of the theoretical subscales. None of these analyses yielded statistically significant effects. The children's responses on the scale were generally positive as reflected by the high scores. There was some variability in the children's scores (see Table 5). Scores for each question ranged from 1 to 4, with higher scores representing more positive motivations.

Cultural patterns: book interaction

Three way ANOVA's (gender x income x ethnicity) were conducted on the frequency estimates of interactions with books. Fourteen separate analyses were conducted, looking at the child's interaction with each type of book (picture book, ABC book, storybook, non-fiction books, magazines, and newspapers) when alone and when with another, and looking at overall estimates of the amount of time the child spent with any kind of book. Mean frequency ratings of time spent looking at each type of book are presented in Table 6. Parents of middle income children reported that their children looked at non-fiction books (when the child is alone and with another) more often than parents of low income children (alone: $F(1,55)=11.78$, $p=.001$; with other: $F(1,55)=7.95$, $p=.007$). Parents of low income children reported that their children spent more time looking at picture books (both when alone and when with another) than middle income parents reported (alone: $F(1,55)=16.99$; $p<.001$; with other: $F(1,55)=13.05$, $p=.001$). Parents of low income children also reported that the children spent more time looking at picture books with another co-participant than middle income parents report, $F(1.55)=7.01$, $p=.01$. The parents of African-American children reported that their children looked at picture books alone more than the European American children , $F(1,55)=12.36$, $p=.001$.

With respect to the overall estimates of time that the children spent looking at books, parents of low income children reported that their children spent less time looking at books with another person when compared to the middle income parents reports, $F(1,54)=6.83$, $p=.012$. In general parents of male children reported that the boys spent less time looking at books with another person than the females, $F(1,54)=7.95$, $p=.007$. However, this finding should be interpreted with caution because the gender effect was more pronounced in low income homes, and the gender by income interaction was of borderline significance, $F(1,54)=5.46$, $p=.023$. Closer examination of this data reveals that middle income parents reported higher levels of overall book interaction regardless of gender (males and females M=2.8), but low income parents reported more frequent book interaction for girls (M=2.7) than for boys (M=2.2).

Cultural patterns: print exposure

Similar 3 way ANOVA's were conducted looking at the children's exposure to printed materials. Middle income caregivers reported more frequent exposure to the TV guide than low income caregivers $F(1,59)=p<.001$. There were no other significant differences in exposure to printed materials (see Table 7).

Motivations and print interaction

A series of multiple regression analyses were conducted to look at the home factors which might be related to the child's motivations. Gender, family income level, and ethnicity were not included in these analyses because none of these variables were related to the motivations score (as determined by the ANOVA's). The dependent variable for these analyses was the child's total score on the Motivations for Reading Scale. The predictors included: frequency of library visits, sum of exposure rating for printed materials, and the overall frequency of interactions with books. Subsequent analyses were conducted substituting the frequency of interactions with each type of book for the overall summary frequency. Based on these analysis, none of these activities were significant predictors of the child's motivations.

Caregiver beliefs: Reasons for reading

In response to the question regarding the most important reasons for learning to read, parents mentioned nine different kinds of responses. The percentages of parents mentioning each are shown in Table 8. Necessity was the most commonly mentioned of the categories. Based on Chi Square analysis we found that more middle income parents (63%) mentioned learning in their response compared to their middle income counterparts (24%), $\chi^2 (1)=9.27$, $p=.002$. In contrast, 64% of low income parents talked about employment in their responses, compared to only 18% of middle income parents, $\chi^2(1)=13.51$, $p=.0002$. Social reasons for reading were mentioned by more low income parents (28%) than middle income parents (5%), $\chi^2(1)=6.37$, $p=.01$. There were no significant ethnicity differences.

Caregiver beliefs: Interest in being read to

In response to the question regarding whether the child likes to be read to or not, less than 4% of parents responded that their child did not like to be read to. An additional 7% of respondents reported that their child does not like to be read to because their child prefers to read on his or her own. Parents were asked different follow-up questions: 72% of parents were asked what the child does that lets them know that the child likes to be read to, 57% of parents were asked what about reading does the child like, and 30% of caregivers were asked both questions. For the subsample asked how their child demonstrates liking to read, the most common response was that the child requests to be read to (56%). The percent of parents mentioning each category are presented in Table 9. There were no significant income or ethnicity differences in the parents' responses to this question. For the subset of parents asked what about being read to the child likes, the most frequently offered response involved the child's liking different things about the book (71%). Middle income parents were more likely to mention that their child likes the routine of reading than were low income parents, $\chi^2(1)=7.45$, $p=.006$. There were no other significant income or ethnicity differences (see also Table 9).

Caregiver beliefs: Interest in learning to read

In response to the question regarding the child's interest in learning to read, only 8% of parents reported that their child was not interested in learning to read. When asked what the child does that shows an interest in learning to read, parents most frequently mentioned that their child pays attention to words. In addition, more middle income caregivers spontaneously reported that their child reads already, $\chi^2(1)=8.51$, $p=.004$. The percentages of parents mentioning each category is presented in Table 10.

Caregiver beliefs and motivation

In order to determine the relationships between caregiver beliefs and the child's motivations, we looked at the correlations between each of the response categories for all of the open-ended questions, and the child's scores on the Motivations for Reading Scale. Each parent was given a score of "0" or "1" for each of the response categories based on whether or not they mentioned that category. A series of zero-order correlations were then conducted correlating the beliefs and the children's scores on the motivation scale, with separate analyses conducted for the theoretical subscale scores and the total score. The only significant correlation involved responses to the question about reasons for reading. Parents who mentioned that reading was important as a source of pleasure had children who tended to score higher on their total motivation score ($r=.379$, $p<.01$) and on the enjoyment subscale ($r=.399$, $p<.01$).

Discussion

Findings
      <u>Motivations for Reading Scale.</u> In previous studies measures of attitudes towards reading have largely relied on the child's general interest in reading. This measure allowed us to look beyond activity choice as a measure of motivation and include the constructs of the value of reading and the child's self-concept as a reader. Empirical support was found for this multi-component view of motivation based on the results the results of the factor analysis. The exact replication of the value subscale suggested that we were able to tap a separate value-related beliefs component of motivation in first graders.
      <u>Child's motivations.</u> Results of the factor analysis of the items on the Motivations For Reading Scale suggests that value is a separate component of motivation, distinct from self-concept and interest. Further, these results suggest that first graders can distinguish between competence and task value, specifically in the domain of *reading* ability and motivation. Practically speaking, we have evidence that as early as 1st grade children are making differentiations between what they enjoy and what might be important.
      Prior research found consistent gender differences in children's motivations towards reading later in elementary school. Based on this study it appears that these differences are not as dramatic in the first months of first grade. Parental reports did indicate some early gender differences in activity choice. Parents in this sample reported that girls engaged in more frequent reading with co-participants than boys. It is possible that these early differences in experiences might be related to later motivational differences. Based on this study, we cannot be sure, but such a hypothesis warrants further study.
      <u>Child's motivations and print interactions.</u> Prior research also found relations between frequency of being read to and voluntary reading in older children. There was no relation here between frequency of interaction with books and motivation. Early differences in reading frequency might be related to later differences in motivation. Similarly, we found no differences in motivation related to income level. We did find differences in the home literacy environments of low and middle income children. These differences take the form of both differences in interactions with print *and* differences in caregiver beliefs. Again, these differences in the early home environment might relate to later differences in motivations. This study highlights the need for further study of these issues, from a longitudinal perspective.
      <u>Caregiver beliefs.</u> We found evidence of cultural differences in parental beliefs. Specifically, more middle income parents talked about reading as a tool for learning. There were no differences in parents seeing reading as necessary for an education, but middle income caregivers were more likely to see reading as a tool in children's ability to teach *themselves* and broaden their own knowledge base. Middle income parents were also more likely to believe that their child liked to be read to because of the routine of story reading. This finding is consistent with findings that routine story reading is more prevalent in middle income homes (Morrow, 1983).
      <u>Caregiver beliefs and motivations.</u> The only significant relationship between children's motivations and parental beliefs involved the parents beliefs regarding reasons for reading. Parents who said that reading is important for pleasure had children who scored higher on the summary score from the motivations scale, and enjoyment subscale score. This suggests that a parents sensitivity to reading as a source of pleasure is related to child's feelings about reading as a source of entertainment. This is consistent with Neuman's (1986) finding that parental encouragement of children's reading was related to the child's attitude toward reading, even when the effects of SES were controlled. This significant relationship is not enough to determine the direction of causality, but it does suggest that further study of causality should look at parental beliefs regarding the importance of reading. Further, this correlation reinforces the idea that what parents do might be more important in fostering positive motivations than income level per se.

Limitations
      It is important to bear in mind that because of the number of participants and the number of variables in the present study there may have been limited statistical power to find existing differences. Sixty-five participants were divided into four cultural groups for most of the analyses. More importantly, the complex analyses like factor analysis might have been limited in statistical power because only 65 participants were available to analyze a 16 item scale.
      Additionally, the majority of the middle income children attended private schools, while all of the low income children attend public schools. All of the schools were located within the confines of Baltimore City, but

it is not clear that this sufficiently controls for potential confounds. Similarly, the low income caregivers in the ECP had agreed to participate in a 3 year longitudinal study, so these caregivers may not be representative of the larger population of low income families.

Lastly, because we decided to use a motivations for reading scale which was not previously tested empirically, we have only limited data regarding the sensitivity of the scale, the role of social desirability in the children's responses, the reliability of the scale over time, and the criterion validity of the scale.

Conclusions and Implications

Overall, this study was successful in its attempt to more fully document the home literacy environments of first graders using measures of the home environment that included estimations of exposure to print and interactions to print, as well as some measures of parental beliefs. Concurrently, we were able to look at motivations for reading using a measure which accounted for the multi-dimensionality of motivation. Several conclusions can be made based on this study:

- First, children are positive in their motivations for reading when they begin first grade, regardless of family income level or gender. Schools should work to foster this interest.
- Second, children who report deriving enjoyment from reading are more likely to have parents who state that reading is important for personal pleasure. We can not say that the parent's beliefs actually caused the child's feelings, but the idea is enticing. There is no evidence that parental encouragement of the enjoyment of reading would be detrimental.
- Third, there is evidence that by the time children are in first grade they appear to respond differently to different components of motivation. They may differentiate between the value of literacy in seeking information or gaining an education, ant their ideas about their own literacy abilities, and the enjoyment they derive from reading. First graders seem to be aware that reading may be of value in finding information and surviving, regardless of their enjoyment of reading or their current reading ability. Researchers should be sensitive to this and use broad conceptualizations of motivation (beyond activity choice) which account for these different facets in future studies.
- Fourth, there are some differences in the home literacy environments of children of different income levels. The children engage in different patterns of interaction with print and their caregivers see literacy in different ways. Middle income children do engage in different kinds of literacy experiences. Since older children do demonstrate motivational differences which are correlated with income differences, we need to further study these processes longitudinally to describe the relationship between early differences in experience and later motivational differences.
- Therefore, in order to more comprehensively track the developmental progression of early motivations, parental beliefs, and early literacy experiences, we need to follow a group of children into later elementary school. Further research should also focus on more detailed descriptions of parental beliefs including such areas as the importance of success, the importance of education, parental perceptions of child's abilities, parental enjoyment of reading, parental beliefs about their role in teaching reading, and parental beliefs about their efficacy in teaching children to read. This longitudinal work is ongoing with the subsample of families participating in the Early Childhood Project (Baker et al., 1994).

Table 1: Demographic information

	Low inc Eur-Am (n=13)	Low inc Af-Am (n=13)	Mid Inc Eur-Am (n=23)	Mid Inc Af-Am (n=16)
child's age	6.30 (.32)	6.29 (.29)	6.36 (.28)	6.30 (.26)
maternal age	30.7 (6.1)	30.9 (4.5)	36.6 (7.3)	35.6 (6.2)
maternal education	9.2 (1.8)	11.1 (1.9)	13.3 (1.8)	14.8 (1.9)
paternal age	34.5 (6.4)	36.0 (7.5)	38.9 (7.1)	39.3 (5.8)
paternal education	9.5 (.71)	11.3 (1.2)	13.4 (2.5)	14.5 (2.3)
% children male	76.9%	38.5%	47.8%	46.3%

Table 2: Children's motivations for reading scale

Enjoyment:

I like to read
I like to be read to
I like to look at books by myself
I get bored when the teacher reads stories
I think reading is a good way to spend time
I like to get books for presents
I think reading is boring/fun

Value:

I think books can be used to find answers to questions
I think I will need to know how to read to do well in school
I think people can learn new things from books
I think people can find things out from magazines and newspapers

Self concept:

I think I will do well in reading next year
Reading is easy/hard for me
I think I will be a good reader

Library related:

I like to get books from the library
I like to go to the school library

Table 3: Questions asked of caregivers

Activities with frequency ratings on a 0 to 3 scale

Going to the library

Looking at:

        Preschool books (e.g., ABC's)
        Picture books (no words)
        Storybooks
        Non-fiction books
        Magazines
        Newspapers
        Overall time spent looking at printed material

(Frequency estimations obtained on above items for child alone and child with another participant).

Printed materials rated on a 0 to 3 scale reflecting amount of exposure

Newspaper
TV/cable guide
Telephone book
Coupon
Calendar
Children's storybook
Grocery list
Business letter
Road map

Questions asked of caregiver

What do you see as the most important reasons for reading? What
        are other important reasons? How do you think being a good reader will help your child in the future?

Does you child like to be read to? What is it about being read
        to that he/she like? What lets you know that he/she likes to be read to?

Is your child interested in learning to read on his/her own?
        What does he/she do that lets you know that?

Table 4: Item loadings from factor analysis

Factor 1: Value

Books can be used to find answers to questions (.721)
Need to know how to read to do well in school (.671)
People can learn new things from books (.693)
People can find things out from magazines and newspapers (.767)

Factor 2: Enjoyment

Like to be read to (.608)
Like to look at books alone (.856)
Like to go to the school library (.533)
Reading is easy (.639)
Like to get books for presents (.555)

Factor 3: Self-concept

I like reading (.698)
Think I will do well in reading (.688)
Think I am a good reader (.722)

Table 5: Mean scores on Motivations for Reading Scale
Note: Scores range from 1 to 4.

Subscale	Low inc Eur-Am	Low inc Af-Am	Mid Inc Eur-Am	Mid Inc Af-Am
Value	3.42 (.75)	3.00 (1.1)	3.41 (.47)	3.36 (.43)
Enjoyment	3.07 (.68)	3.98 (.66)	3.05 (.48)	3.05 (.57)
Self-concept	3.28 (.73)	3.23 (.81)	3.16 (.66)	3.21 (.59)
Library	3.27 (1.1)	3.04 (1.0)	3.17 (.81)	3.22 (.68)
Mean overall	3.22 (.64)	3.04 (.73)	3.17 (.41)	3.18 (44)

Table 6: Mean Frequency of interactions with printed materials
Note: frequency scale has a 0-3 range; SD shown below

Item	Low Inc	Middle Inc	Eur- Am	Af- Am	Male	Female
Preschool alone	1.80 (1.1)	0.79 (1.2)	0.97 (1.1)	1.50 (1.3)	1.43 (1.3)	1.00 (1.1)
Preschool w/other	1.72 (1.1)	0.82 (1.1)	1.00 (1.1)	1.41 (1.2)	1.50 (1.2)	0.91 (1.1)
Picture alone	1.16 (1.2)	0.61 (1.1)	0.44 (.81)	1.33 (1.3)	0.89 (1.3)	0.77 (1.0)
Picture w/other	1.20 (1.2)	0.55 (.95)	0.56 (.91)	1.15 (1.2)	0.96 (1.1)	0.69 (1.1)
Story alone	2.04 (1.0)	2.26 (.98)	2.00 (1.0)	2.41 (.89)	2.11 (1.0)	2.23 (.97)
Story w/other	2.16 (.90)	2.45 (.76)	2.53 (.81)	2.07 (.78)	2.29 (.71)	2.37 (.91)
Non-fiction alone	0.60 (1.0)	1.52 (.92)	1.06 (1.0)	1.30 (1.1)	1.29 (1.1)	1.06 (1.0)
Non-fiction w/other	0.60 (.91)	1.34 (.97)	0.94 (.95)	1.19 (1.1)	1.21 (1.1)	0.91 (.89)
Magazines alone	1.68 (1.1)	1.42 (1.1)	1.42 (1.1)	1.67 (1.1)	1.61 (1.2)	1.46 (1.0)
Magazines w/other	1.21 (1.1)	1.05 (.96)	1.03 (.91)	1.23 (1.1)	1.29 (1.0)	0.97 (.97)
Newspapers alone	1.08 (1.2)	0.55 (.89)	0.58 (.97)	1.00 (1.1)	0.86 (.97)	0.69 (1.1)
Newspapers w/other	0.96 (1.0)	0.66 (1.0)	0.78 (1.0)	0.77 (1.0)	0.82 (1.0)	0.74 (1.1)
Overall alone	2.52 (.65)	2.71 (.57)	2.53 (.65)	2.78 (.51)	2.71 (.53)	2.57 (.65)
Overall w/other	2.50 (.59)	2.82 (.39)	2.77 (.43)	2.59 (.57)	2.61 (.57)	2.76 (.43)

Table 7: Mean frequency of exposure to printed materials
note: exposure ratings are on a 0-3 scale; SD's appear below

Item	Low Inc	Middle Inc	Eur-Am	Af-Am	Male	Female
Newspaper	2.04	2.50	2.31	2.33	2.36	2.29
	1.02	0.92	0.95	1.04	0.95	1.02
TV guide	0.08	1.28	0.83	0.76	0.70	0.89
	0.27	1.45	1.32	1.24	1.24	1.32
Phone book	1.96	2.00	2.00	1.96	2.11	1.89
	0.79	0.74	0.72	0.81	0.63	0.83
Coupon	2.00	2.37	2.42	1.96	1.86	2.51
	1.00	0.71	0.65	1.02	0.97	0.61
Calendar	2.72	2.95	2.86	2.85	2.93	2.80
	0.74	0.23	0.54	0.46	0.26	0.63
Book	3.00	3.00	3.00	3.00	3.00	3.00
	0.00	0.00	0.00	0.00	0.00	0.00
Grocery list	1.32	1.45	1.53	1.22	1.46	1.34
	1.03	1.01	0.91	1.12	1.04	1.00
Mail	2.60	2.84	2.78	2.70	2.75	2.74
	0.65	0.55	0.59	0.61	0.59	0.61
Map	0.48	0.89	0.89	0.48	0.79	0.66
	0.77	0.66	0.75	0.64	0.74	0.73

Table 8: Percentages of parents mentioning each response category for reasons for reading

Response	Overall	Low Income	Middle Income
Necessity	65.1	56.0	71.1
Learning	47.6*	24.0	63.2
Education	49.2	44.0	52.6
Skills	31.7	28.0	34.2
Self-esteem	14.3	4.0	21.1
Pleasure	25.4	12.0	34.2
Empowerment	46.0	40.0	50.0
Employment	36.5*	64.0	18.4
Social	14.3*	28.0	5.3

* denotes significant income level differences

Table 9: Percent of parents mentioning each response category for interest in being read to

Response	Overall	Low Income	Middle Income
Requests	56.4	40.0	66.7
Verbal	41.0	53.3	33.3
Affect	15.4	13.3	16.7
Listens	15.0	18.8	12.5
Book	71.0	85.7	58.8
Interaction	41.9	21.4	58.8
Routine	22.6*	0.0	41.2

* denotes significant income level differences, p≤.01

Table 10: Percent of parents mentioning each response category for interest in learning to read

Response	Overall	Low Income	Middle Income
Words	64.2	63.2	64.7
Pretends	23.1	31.6	18.8
General	26.4	31.6	23.5
Reads	29.4	5.2	43.8

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