

Family reading environment, reading attitudes and reading behaviors of students in elementary school

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ABSTRACT

The purposes of this study were: (1) to investigate elementary school students' family reading environment, reading attitudes and reading behaviors, (2) to analyze the differences as well as the correlation of family reading environment, reading attitudes, reading behaviors of students with diverse backgrounds, (3) to predict elementary school students' reading behaviors based on their family reading environments and reading attitudes. Questionnaires were issued to grade three, four and five students at public elementary schools in Yunlin County. The participants were selected through stratified random sampling method and the collected data was analyzed by means of descriptive statistics, t-test, Pearson correlation, one-way ANOVA and multiple regressions. Major findings of this study were as follows. 1. Elementary school students have good family reading environment, reading attitudes and reading behaviors. 2. Gender, family condition and parents who hold different attitudes towards students' academic performance have better family reading environment, reading attitudes and reading behaviors. 3. 4th grade students have better reading attitudes than 5th grade students. 4. 4th and 5th grade students have better reading behaviors than 6th grade students. 5. Family reading environment and reading attitudes have significant correlations with students' reading behaviors. 6. Family reading environment and reading attitudes can predict reading behaviors. Based on our findings, some related suggestions provided for parents and teachers as well as the future researchers in the relative field.

Keywords : Elementary School Students、Family Reading Environment、Reading

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