Family culture capital, reading motivation and reading behaviors of elementary school students

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ABSTRACT

The purpose of this study was to explore the relationship among family culture capital, reading motivation and reading behaviors of elementary school students. The survey participants of this study were 574 elementary school fifth-grade and sixth-grade students in Changhua County selected through cluster sampling. Questionnaire was utilized as the method of this study. Questionnaires are given to students of 20 classes from 10 schools, including Basic Information Inventory, Family Culture Capital Questionnaire, Reading Motivation Questionnaire and Reading Behaviors Questionnaire, were designed to collect data. Frequency distribution, t-test, one-way ANOVA, Pearson's correlation and multiple regression are used for analyzing data. Major findings of this study were as the followings: 1.The score of Family Culture Capital was significantly different in varied backgrounds. 2.The score of Reading Motivation was significantly different in varied backgrounds. 3.The score of Reading Behaviors was significantly different in varied backgrounds. 4.There was significant correlation among Family Culture Capital, Reading Motivation and Reading Behaviors of elementary school students. 5.Subscales of "Family Culture Capital" could be used to predict "Reading Motivation" and "Reading Behaviors". Based on the data of literature review and the research conclusion, suggestions were afforded respectively for parents, teachers, educational administrators and future researchers.

Keywords: Family culture capital Reading motivation Reading behaviors

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