

**READING ATTITUDES, ACHIEVEMENT AND MOTIVATION
OF
ADULT MALE PRISON INMATES**

THESIS

**Submitted to the Graduate Committee of the
Department of Education and Human Development
State University of New York
College at Brockport
in Partial Fulfillment of the
Requirements for the Degree of
Master of Science in Education**

by

Kathleen M. Gould

**State University of New York
College at Brockport
Brockport, New York**

May 1993

SUBMITTED BY:

Kathleen M. Gould
Candidate

4-13-93
Date

APPROVED BY:

Arthur E. Smith
Thesis Advisor

4/13/93
Date

James T. Bagg
Second Faculty Reader

4/13/93
Date

Patricia E. Baker
Director of Graduate Studies

4/15/93
Date

Abstract

The purpose of this study was to determine whether there is a strong relationship between reading attitudes and achievement of adult male inmates and what motivates them to want to learn to read.

Eighty (80) inmates enrolled in the Pre-GED classes at a medium security prison in western New York were given a reading attitude inventory designed by the researcher based on the Estes Reading Attitude Scale. Reading scores for each student were also gathered from the TABE test. The relationship of the attitude inventory and achievement was then analyzed. It was found that in this study, reading attitude was a poor predictor for achievement.

Five inmates were then randomly selected from those who scored high on the TABE tests and five from those who scored lowest. These inmates were asked a series of motivation questions which were recorded by the researcher. It was found that in the inmates' view, learning to read was important in everyday living, especially in getting a job and obtaining a high school diploma.

Table of Contents

Chapter I	Page
Statement of the Problem	1
Purpose	1
Need for the Study	1
Questions	2
Definition of the Terms	2
Limitations of the Study	3
 Chapter II	
Review of the Literature	4
Children's Attitudes	4
Adult's Attitudes	9
 Chapter III	
Design of Study	12
Questions	12
Methodology	12
Subjects	12
Materials	13
Procedure	13
Statistical Design	14

Chapter IV

Analysis of the Data	15
Purpose	15
Findings	16
Summary	24

Chapter V

Conclusions and Implications	25
Purpose	25
Conclusions	25
Implications for the Classroom	26
Further Research	29

References	30
-------------------	-----------

Appendix

Reading Attitude Inventory	35
-----------------------------------	-----------

CHAPTER I

Statement of the Problem

Purpose

The purpose of this study was to determine whether there is a strong relationship between reading attitudes and achievement of adult male inmates and what motivates them to want to learn to read.

Need For Study

Reading researchers possess little specific knowledge of adults' reading attitudes. This problem is due in part to a lack of appropriate attitude measures. An individual's attitude toward reading will have an impact upon the person's motivations for reading, reading ability, and reading habits.

The male inmates of this study came from many different backgrounds and locations. The majority are from the lower socio-economic areas of New York City.

Research has shown that many young adults lack the literacy skills necessary for success in information-rich occupations (Kirsch & Jungeblat, 1986). It is important that the United States maintain a literate populace to compete successfully in the world

marketplace. Examination of reading attitudes can add much to the knowledge about individuals' motivations for reading and learning.

While there are numerous studies of children's reading attitudes and how they affect achievement, there are virtually no studies of the reading attitudes of younger and middle-aged adults (Dwyer & Joy, 1980). Furthermore, very few instruments exist which are appropriate for assessing adults' attitudes.

Questions

For the purpose of this study, the following questions were posed:

1. Is there a strong relationship ($r^2 > .40$) between reading attitudes and achievement of adult male inmates?
2. What motivates adult male inmates to want to learn to read?

Definition of the Terms

Attitude to reading

How a person reacts to reading. It is a combination of such factors as beliefs and experiences that contributes to a person's underlying disposition to reading; just as it includes motives and interests that determine the

individual's behavior toward reading. (Eurig, 1977).

Pre-GED Students

(Pre-General Education) -- These are students ranging in grade equivalent levels 5 - 7.9 in reading and math. The students in this study are taught science and math in one room and reading and language arts in another within this correctional facility. (Many facilities offer self contained Pre-GED classes.)

Limitations of the Study

One limitation is that it cannot be guaranteed that a student will be totally honest in all his answers to the items of the reading attitude inventory.

CHAPTER II

Review of The Literature

Little research exists regarding the reading attitudes of adults. There is even less research related to incarcerated adults. However, a great deal can be learned from the research concerning children's attitudes toward reading. The importance of a positive reading attitude has been supported by many authorities in the reading area (Alexander & Filler, 1976; Koe, 1975). A student's first impression toward reading will have lasting effects and will influence his/her reading progress.

Children's Attitudes

An important factor in beginning reading should be the development of positive attitudes toward reading. This would help to instill an appreciation of reading and the desire to read.

Most reading researchers have focused on the acquisition and measurement of reading skills as well as on the improvement of reading instruction. Factors involving student attitudes toward reading, for which there are no standardized tests, have been neglected. Recently, researchers and educators have become concerned with effective reading, realizing that attitudes are an important factor in reading. (Saracho, 1984, p. 19)

Attitudes develop early and the elementary years seem to be of great importance in developing good readers. Ransbury's (1973) study attributed children's attitudes toward reading mainly to their ability to read. Blaha and Chomin (1982) administered The Survey of Reading Attitudes (Wallbrown, Brown, & Engin, 1978) to 322 inner-city children. The survey measures eight components of reading attitude. The components included Expressed Reading Difficulty, Reading as Direct Reinforcement, Reading as Enjoyment, Alternative Learning Modes, Reading Anxiety, Silent versus Oral Reading and Comics. The study found that four of the dimensions were significantly correlated with verbal academic aptitude. Expressed Reading Difficulty, Reading, Silently versus Oral Reading, and Reading as Enjoyment were the areas affected by verbal aptitude.

The findings suggest that readers with less verbal ability have less positive reading attitude than those with superior verbal academic aptitude. Blaha and Chomin (1982) also found that "students with less verbal ability did not perceive themselves as valuing reading type activities for their intrinsic worth as a source of information, learning and emotional satisfaction" (Blaha & Chomin, 1982, p.8).

These findings reflect the results of other studies. Wallbrown, Brown, and Engin (1978) also found that scholastic aptitude affected the Expressed Reading Difficulty component; however, Wallbrown et.al. did not find a significant correlation between aptitude and the other components.

The most difficult area of reading attitude investigation has been assessment. Askov and Fischbach (1973) used the Primary Pupil Reading Attitude Inventory with first and third graders. They studied the relationships among attitude toward reading and achievement, sex, and grade placement. They also studied the stability of attitude scores over a period of time. The results indicated that attitude was significantly related to Paragraph Meaning but not to Word Reading subtests of the Stanford Achievement Tests. Attitude scores were significantly higher for girls than for boys and grade level was not significantly related to attitude toward recreational achievement. Askov and Fischbach suggest that "since attitudes toward reading may become more positive with improved abilities, particularly those measured by comprehension subtests of standardized achievement tests, perhaps our efforts should properly be directed

to the improvement of reading skills and achievement" (p.4).

The development or the change of reading attitudes for children as they proceeded through the elementary grades has been receiving some attention. One study investigating the development of attitude examined changes during the intermediate grade's fourth, fifth, and sixth (Brown, Engin, & Wallbrown, 1979). They reported changes in attitude between grades' four and five. Two dimensions, expressing reading difficulty and reading anxiety, indicated an increase in children's concern that may have reflected a negative change for classroom-type reading assignments. Two other dimensions, silent versus oral reading and comics, indicated an increase preference for silent reading and reading comics.

In a study by Parker and Paradis (1986), it was found that there were attitude changes between fourth and fifth grade. No attitude changes were found from grades one through three nor between grades five and six. "The change in attitude appeared more related to an increase in positive attitudes toward non classroom reading than to any change in classroom" (p.315). This study also supported Askov and Fischbach (1973) in that

the attitude score for girls tended to be more positive than for boys.

In a study by Naele, Gill, and Tismer (1970) on the relationship between different school subjects and achievement, only in the case of reading did they find that girls' attitudes were significantly related to achievement. This suggests that attitudes may be determined by other factors not just by their achievement. Other attitudes such as those toward teacher approval, high grades, success in the system, and being good may be more predictive of school achievement than are attitudes toward the specific subjects taught.

Numerous reading experts have examined socio-economic status and reading attitudes (Filler, 1973; Groff, 1962; Ransbury, 1971; Swanson, 1982). However, research has repeatedly found little or no significant relationship between children's reading attitudes and their parents' economic status.

The presumed thoughts that lower income children have poorer attitudes toward reading have been disputed by recent research. However, a few researchers have found a relationship between reading attitudes and a family's socio-economic status (Filler, 1973; Hall.

1978). The relationship has been an observable one but not a significant relationship. In addition, only at the lower economic level is there even an observable relationship. A relationship has not been found with middle and upper economic level children.

Adult's Attitudes

There is little information available specifically on incarcerated adults' reading attitudes and how their attitudes affect achievement. The population in prisons across the United States represents one of the highest concentration of non proficient readers and illiterates.

One study by Hansell and Voelkel (1992) used male inmates who were enrolled in a literacy program to determine the factors that attributed to their current reading levels. Four variables were considered: nonschool environment, school environment, the learner's physical characteristics, and the learner's psychological characteristics. The findings showed that a quarter of the inmates tested might have had a physical basis for learning problems and that environmental classroom conditions might have hindered learning. However, the most responses were psychological such as missing school, not liking to

attend school, and feeling nervous or scared about reading aloud in school.

It was found that inmates feel competent enough to enjoy reading, or they feel they can learn about themselves and the world through books.

Reading proficient inmates see reading as bearing a purpose, whereas those who did not develop reading proficiency may have been influenced by physical or environmental liabilities. (Hansell & Voelkel, 1992, p.466)

Roscow (1988) found in his study of adult illiterates that "no one remembered being read to as a child" (p.124).

A major emphasis in beginning reading should be on developing positive attitudes toward reading.

The principal value in developing positive attitudes toward reading is to instill a desire to read and an appreciation of what is read. Without this, children can be taught to read but may refuse to read, thus becoming what has been characterized as "illiterate literates." (Saracho, 1984-85, p.19)

Russ (1989) states that "if achievement has not yet caught up with attitude, then attitude might become negative" (p. 214).

A study by Smith-Burke, et.al. examined characteristics of those individuals who participate in New York City adult literacy programs. Interviews were

conducted with 32 native-born U.S. citizens who had enrolled in a literacy program for the first time and had been reading somewhere up to the 4.9 grade level at the time they entered their literacy program. The top five reasons given for attending the programs were: to pass the General Education Development Test, to obtain job training, to undergo self improvement, to achieve independence, receive social support, and to end embarrassment.

Teachers of adults must be sensitive to potential emotional or psychological blocks to learning and must provide genuine encouragement. Adult education should be planned around the learner's interests and needs. It should also apply instruction to meaningful daily experiences, since becoming literate has the potential to transform an adult basic reader's life.

CHAPTER III

Design of Study

The purpose of this study was to determine the relationship between reading attitudes and achievement of adult male inmates and what motivates them to want to learn to read.

Questions

1. What is the relationship ($r^2 \geq 0.40$) of reading attitudes and achievement of adult male inmates?
2. What motivates adult inmates to want to learn to read?

Methodology

Subjects

This study involved 80 inmates enrolled in the Pre General Education classes at a medium security prison in western New York.

Materials

1. A reading attitude inventory based on the Estes Reading Attitude Scale (Estes, 1971).
2. Scores taken from the Reading Comprehension and Vocabulary tests as well as the Total Reading Score of The Adult Basic Education (TABE) test.

Procedure

The researcher randomly selected 80 inmates who were enrolled in the Pre-GED classes. The inmates were given the reading attitude inventory designed by the researcher based on the Estes Reading Attitude Scale. To ensure validity, the inmates were told before the inventory that their answers were anonymous and confidential and that they should answer as honestly as possible. One other classroom teacher cooperated with the researcher by reading each statement to the inmates to ensure that they understood. Total reading scores were gathered from the TABE test given after the attitude inventory.

Five inmates were then randomly selected from those who scored high on the TABE test and five from those who scored lowest. These inmates were asked the motivation questions, "What makes you want to learn to

read?"; "What has learning to read done for you?"; "Is it important for you to learn to read?", and "Why or why not?" The inmates' responses were recorded by writing, since tape recording was not allowed and it was also viewed as a threat to the inmates' privacy.

Statistical Design

In this study, regression (r^2) was used to analyze the relationship of reading attitude and achievement. The initial criterion for judging the strength of the relationship set the definition of a strong relationship at an explanatory power of at least 40% ($r^2 \geq 0.40$).

CHAPTER IV

Analysis of the Data

Purpose

The purpose of this study was to determine whether there was a strong relationship between reading attitudes and achievement of adult male inmates and what motivates them to want to learn to read.

The reading attitude inventory was scored on a three point system. Item numbers 1, 8, 15, 16, 17, 18 and 20 have negative responses therefore, "No" was scored as 2 points, with "Yes" as zero. The remaining items answered with a "Yes" were scored as 2 points and "No" as zero. All "Sometimes" answers were scored as 1 point. The points were totaled and recorded.

The grade-equivalent scores from the reading comprehension and vocabulary tests of the TABE were analyzed to get a total reading grade-equivalent score. The significant findings were extracted and reported. Statistical analysis was completed separately for the Comprehension Test, the Vocabulary Test, and Total Reading scores using the coefficient of determination (r^2). The initial criterion for judging the strength of the relationship set the definition of a strong

relationship at an explanatory power of at least 40%. The findings and their interpretation are presented in this chapter.

The answers to the motivation questions were recorded in writing by the researcher, evaluated and the findings were also reported.

Findings

Relationship of Reading Attitudes and Achievement

The first research question concerned the relationship between reading attitudes and achievement. Reading achievement was measured and analyzed separately for comprehension and for vocabulary.

Comprehension Test vs. Attitudes

The results of this analysis are presented in Table 1. There is a weak relationship between the TABE Comprehension reading scores and the Attitude score. The researcher observed a range of scores from 3.4 to 12.9 in the Comprehension Test, with a mean of 7.9. The scores from the Reading Attitude Scale ranged from 20 to 37, with a mean of 32.

In this study, the attitude scores explain 19% ($r^2 = 0.019$) of the variation in the TABE reading scores. Eighty-one percent of the variation remains unexplained.

Table 1

Analysis of Comprehension vs. Attitudes

Datafile: COMP.SSO Procedure: Regression

REGRESSION EQUATION

Criterion Variable = Comp

Predic Var	B-value (slope)	SE B (se-slope)	beta-value	t test of slope	p-value
att	0.059	0.048	0.139	1.235	0.22046

Constant 6.043
(Intercept)

SIGNIFICANCE TEST FOR EQUATION

Source	df	Sum of Squares	Mean Square
Regression	1	4.881	4.881
Residual (Error)	78	249.531	3.199
Total	79	254.412	

Multiple R (r)	=	0.139	f	p-value
R ² Squared (r ²)	=	0.019		
Adj R ² Squared (r ²)	=	0.007	1.526	0.22046
SE of Estimate	=	1.789		

In this study, the attitude scores explain 19% (r² = 0.019) of the variation in the TABE Comprehension reading scores. Eighty-one percent of the variation remains unexplained.

The initial criterion for judging the strength of the relationship set the definition of a strong relationship at an explanatory power of at least 40%.

Vocabulary Test vs. Attitudes

The results of this study are presented in Table 2. The results show that there is a weak relationship between the TABE Vocabulary reading scores and Attitude scores. The researcher observed a range of scores from 2.9 to 12.9 in the Vocabulary Test, with a mean of 7.0. The scores from the Reading Attitude Scale ranged from 20 to 37, with a mean of 32.

In this study, the attitude scores explain 13% ($r^2 = .013$) of the variation in the TABE Reading scores. Eighty-seven percent of the variation remains unexplained.

Table 2

Analysis of Vocabulary

Datafile: VOCAB.SSO Procedure: Regression

REGRESSION EQUATION

Criterion Variable = Voc

Predic Var	B-value (slope)	SE B (se-slope)	beta-value	t test of slope	p-value
att	0.057	0.057	0.114	1.012	0.31490

Constant 5.303
(Intercept)

SIGNIFICANCE TEST FOR EQUATION

Source	df	Sum of Squares	Mean Square
Regression	1	4.648	4.648
Residual (Error)	78	354.320	4.543
Total	79	358.986	

Multiple R	(r)	=	0.114	f	p-value
R ²	(r ²)	=	0.013		
Adj R ²	(r ²)	=	0.000	1.023	0.31490
SE of Estimate		=	2.131		

In this study, the attitude scores explain 13% ($r^2 = 0.013$) of variation in the TABE Vocabulary reading scores. Eighty-seven percent of the variation remains unexplained.

The initial criterion for judging the strength of the relationship set the definition of a strong relationship at an explanatory power of at least 40%.

Total Reading Scores vs. Attitudes

The results of this study are presented in Table 3. The results show that there is a weak relationship between the TABE Total reading scores and the Attitude scores. The researcher observed the total reading scores to range from 3.9 to 12.9, with a mean of 7.1. The scores from the Reading Attitude Scale ranged from 20 to 37, with a mean of 32. In this study, the Attitude scores explain 20% ($r^2 = 0.020$) of the variation in the TABE Reading scores. Eighty percent of the variation remains unexplained.

Table 3

Analysis of Total Reading vs. Attitudes

Datafile: TOTAL.SSO Procedure: Regression

REGRESSION EQUATION

Criterion Variable = Total

Predic Var	B-value (slope)	SE B (se-slope)	beta-value	t test of slope	p-value
ATT	0.058	0.046	0.141	1.256	0.21285

Constant 5.558
(Intercept)

SIGNIFICANCE TEST FOR EQUATION

Source	df	Sum of Squares	Mean Square
Regression	1	4.751	4.751
Residual (Error)	78	234.888	3.011
Total	79	239.639	

Multiple R	(r)	=	0.141	f	p-value
R ²	(r ²)	=	0.020		
Adj R ²	(r ²)	=	0.007	1.578	0.21285
SE of Estimate		=	1.735		

In this study, the Attitude scores explain 20% ($r^2 = 0.020$) of the variation in the TABE Total Reading scores. Eighty percent of the variation remains unexplained.

The initial criterion for judging the strength of the relationship set the definition of a strong relationship at an explanatory power of at least 40%.

Results of Motivation Questions

The answers to the motivation questions were recorded in writing by the researcher, evaluated and the findings were reported in Table 4. The results showed that eight of those inmates interviewed felt that it was important to learn how to read. One disagreed and one said that it might be important. Eight of the inmates interviewed seemed motivated to learn, while two had negative responses. It was interesting that one of the negative responses was from a student who achieved high scores on the TABE tests.

Table 4

Responses to Questions

Reasons for wanting to learn to read:	# of replies	Achievement high	low
• to make their families proud	4	2	2
• to get a high school diploma	6	5	1
• to make something of himself	4	2	2
• to get a job	7	5	2
• it looks good for the parole board	1	0	1
• I don't need reading to get a job	2	1	1
What has learning to read done for you?			
• "You need reading for every day living."	5	3	2
• "I'm almost ready for GED."	1	1	0
• "Unanswered"	4	2	2
Is it important for you to learn to read?			
• Yes	8	5	3
• No	1	1	0
• Maybe	1	0	1

N=10

Summary

Reading attitudes were compared with the grade-equivalent scores taken from the TABE Comprehension and Vocabulary Tests. Reading attitudes were then compared with the Total grade-equivalent scores. In all three tests, the relationship was weak. This indicated that in this study, reading attitude was a poor predictor for achievement.

In the inmates' view, learning to read was important in every day living, especially in getting a job and obtaining a high school diploma. Four out of ten stated that they wanted their families to be proud of them. Eight inmates seem to be self-motivated, while two had negative views on learning.

CHAPTER V

Conclusions and Implications

Purpose

The purpose of this study was to determine whether there was a strong relationship between reading attitudes and achievement of adult male inmates and what motivates them to want to learn to read.

Conclusions

It should be noted that the conclusions drawn in this chapter refer specifically to the male incarcerated students who participated in the study. Any generalizations should be applied with this fact in mind.

Although the TABE test is a reliable standardized test for adults, there are many factors which may raise questions about its validity. A student is often tested within a normal classroom of seventeen other students who are busy with other assignments. The environment may not be conducive to a "testing atmosphere" of quietness. Perhaps the student had a bad day due to illness, family problems or stress from seeing the parole board.

The attitude inventory was read to the students to

ensure that it was understood. However, a student's answer could not be guaranteed as honest.

In all three tests, the relationship between reading attitude and achievement on the TABE Reading tests proved weak, indicating that attitude was a poor predictor for achievement in this study.

It should be noted the answers each student verbalized in response to the motivation questions may not have been sincere. They could have responded with answers they thought the researcher might want to hear.

Data collected on motivation, however, showed that most students (8) were motivated to learn to read. It was also shown that most (8) felt reading was an important dimension in learning; needed "for every day living." It was interesting to note that out of the two who had negative responses, one was from a student who achieved high scores on the TABE tests. This might indicate negative attitudes not directly related to reading alone.

Implications for the Classroom

Although this study did not prove that attitudes affect achievement, there is an overwhelming amount of research that suggests otherwise. With this in mind, this researcher feels that attitudes need to be

considered an important part in a student's success.

Teaching in a correctional setting is unique. Like most undereducated adults in the public sector, most inmates who enter a school program have had negative experiences with education. Most inmates also lack a positive self-concept, are unable to define clear goals for themselves or plan realistic strategies for achieving their goals, may have unrealistic expectations of what education can do for them and how long it might take, and lack world knowledge. The inmate student is an adult but may lack fundamental skills that most elementary school children have mastered.

It is important for teachers to be able to motivate reluctant students and be flexible and sensitive to their needs. They need to create a non-threatening atmosphere while maintaining control. Effort and achievement should be praised and mistakes and failures should be approached positively.

It is difficult to have consistency in a correctional classroom, since students come and go so often due to changes, such as transfers and parole. Students need to be taught on an individual basis according to the needs of the student. If the teacher

wishes to help foster a sense of responsibility in the individual inmate he/she can assist the inmate in the self-evaluation process or in discussing an evaluation done by the teacher in a way that should be one-on-one.

Knowledge of students' reading attitudes and habits may be beneficial to the instructor in designing comprehensive instructional plans that result in lifelong benefits for each student. Incorporating effective dimensions into the curriculum may aid students in developing positive reading attitudes and good reading habits that are necessary if reading is to become a means by which students can discover insights about themselves and their world.

Further Research

Further research is needed to fully understand how reading attitudes effect the achievement of adult male inmates.

Research in the field should be directed at the following:

1. Development of a suitable survey for measuring reading attitudes of adults.
2. Investigation of the relationship between reading attitudes and achievement of adult male inmates using a larger sample.
3. Investigation of the relationship between reading attitudes and achievement of adult female inmates.
4. Investigation of the relationship between reading attitudes and achievement of both adult female and male inmates.
5. Investigation of possible learning disabilities of adult inmate students.

References

Alexander, D.G., & Engin, A.W. (1986). Dimensions of reading attitudes of primary students. Educational and Psychological Measurement. 46 (4), 887-901.

Alexander, J.E., & Filler, R.C. (1976). Attitudes and Reading. Reading Aids Series. International Reading Association. Newark, DE. (ERIC Document Reproduction Service No. ED 126 491).

Askov, E.N., & Fischbach, T.J. (1973). An investigation of primary pupils' attitudes toward reading. Journal of Experimental Education. 41, 1-7.

Blaha, J. and Chomin, L. (1981). The relationship of reading attitudes for inner-city Detroit fifth graders. Psychology in the Schools, 187, 274-278.

Blaha, J. and Chomin, L. (1982). The relationship of reading attitudes to academic aptitude, locus of control and field independence. Psychology in the Schools, 19, 28-32.

Biggs, S.A., & Bruder, M.N. (1987). Adult memories of early reading experiences. Educational Horizons. 66 (1), 34-37.

Borko, H., & Eisenhart, M (1986). Students' conceptions of reading and their experiences in school. Elementary School Journal. 86 (5), 586-608.

Bosh, J.M. (1989). Overcoming frustration from reading failure. Reading Improvement. 26 (3), 221-224.

Brown, D.J., Engin, A.W., & Wallbrown, F.J. (1979). Developmental changes in reading attitudes in the intermediate grades. Psychology in the Schools. 13, 309-316.

- Downing, J. (1969). How children think about reading. The Reading Teacher. 23 (3), 217-230.
- Dwyer, E.J. & Joy F.J. (1980). Reading attitudes across a broad age spectrum. Reading Horizons. 21, 39-43.
- Estes, T.H. (1971). A scale to measure attitudes toward reading. Journal of Reading. 15, 135-138.
- Eurig, J.M. (October, 1977). Attitudes of pupils to reading. Paper presented at the Annual Meeting of the Reading Association of Ireland. (ERIC Document Reproduction Service No. ED 159 624).
- Filler, R. (1973). Effects of socioeconomic status on attitudes toward reading. Unpublished master's thesis. University of Tennessee.
- Good, C.V. (1973). Dictionary of Education. New York:McGraw-Hill.
- Groff, P.J. (1962). Children's attitudes toward reading and their critical type materials. Journal of Educational Research. 55, 313-314.
- Hansell T.S. & Voelkel J.A. (1992). Views of personal literacy within a prison population. Journal of Reading. 35, (6) 460-466.
- Healy, A.K. (1965). Effects of changing children's attitudes toward reading. Elementary English. 42, 269-272.
- Koe, T. (1975). Attitudes toward reading. Elementary English, 52, 342, 366.
- Neal, D.C., Gill, N., & Tismer, W. (1970). Relationship between attitudes toward school subjects and achievement. Journal of Educational Research. 63 (5), 232-237.

Padak G. & Padak N. (1987). Guidelines and a holistic methods for adult basic reading programs. Journal of Reading. 30 (6), 49-96.

Parker, A., & Paradis, E. (1986). Attitudes development toward reading in grades 1 through 6. Journal of Educational Research. 79 (5), 313-315.

Pumfrey, P.D. (1988). A three-year longitudinal study of children's reading behaviors: What has been learned? Educational Research. 30 (3), 163-176.

Rachal, J.R., & Leonard, R. (1991). Reading habits of students in adult basic education and high school equivalency programs. Reading Research and Instruction. 30 (3), 76-88.

Ransbury, M.K. (1973). An assessment of reading attitudes. Journal of Reading. 17, 25-28.

Reiff, J.C. (1985). Investigating reading preferences, reading attitudes, and teacher observations of third graders. Reading Improvement. 22 (1), 29-33.

Reiff, J.C. (1987). Student modality preference, reading achievement, and reading attitude. Reading Improvement. 24 (2), 107-111.

Russ, M.K., III. (1989). Relating reading attitude to reading achievement in an east Los Angeles junior high school. Reading Improvement. 26 (3), 208-214.

Saracho, O.N., & Dayton, C.M. (1989). A factor analytic study of reading attitudes in young children. Contemporary Educational Psychology. 14 (1), 12-21.

Saracho, O.N. (1984-85). Young children's attitudes toward reading. Educational Research Quarterly. 9 (4), 19-27.

Smith-Burke M.T; et.al. (1987). Starting over: characteristics of adult literacy learners. Literacy Assistance Center New York N.Y. (ERIC Document Reproduction Service No. 302723).

Smith, M.C. (1990). A longitudinal investigation of reading attitude development from childhood to adulthood. Journal of Educational Research. 83 (4), 215-219.

Smith, M.C. (1990). The development and use of an instrument for assessing adult's attitudes toward reading. Journal of Research and Development in Education. 24 (3), 156-161.

Smith, M.C. (1990). Reading habits and attitudes of adults at different levels of education and occupation. Reading Research and Instruction. 30 (1), 50-58.

Swanson, B. (1982). The relationship between attitude toward reading and reading achievement. Educational and Psychological Measurement. 42 (4), 1303-04.

Wallbrown, F., Brown, D. and Engin, A. (1978). A factor analysis of reading attitudes along with measures of reading achievement and scholastic aptitude. Psychology in the Schools, 15, (2), 160-165.

Appendix

Please answer the following questions honestly.

Reading Attitude Inventory

	YES	NO	SOMETIMES
1. The only reason I read is for learning.	___	___	___
2. It is a good idea to spend money to buy books and other things to read.	___	___	___
3. I can find out many things from books, magazines or newspapers.	___	___	___
4. Reading a book is enjoyable for most people.	___	___	___
5. Reading is a good thing to do when I have some extra time.	___	___	___
6. Telling someone about a book I have read is fun.	___	___	___
7. I would rather read than watch television.	___	___	___
8. Reading is just for women.	___	___	___
9. Books are usually interesting enough to read all the way to the end.	___	___	___
10. Reading is enjoyable for me.	___	___	___
11. Reading whatever I want to read teaches me many things.	___	___	___
12. I wish there was more time to read.	___	___	___
13. There are many books that I would like to read.	___	___	___
14. I like to get books or things to read as presents.	___	___	___
15. Books should be read only in school.	___	___	___
16. Most books are too long to read.	___	___	___
17. Books are only for people who study all the time.	___	___	___
18. I get tired of reading after awhile.	___	___	___
19. I like to read to other people.	___	___	___
20. Books should be read only when I have to.	___	___	___