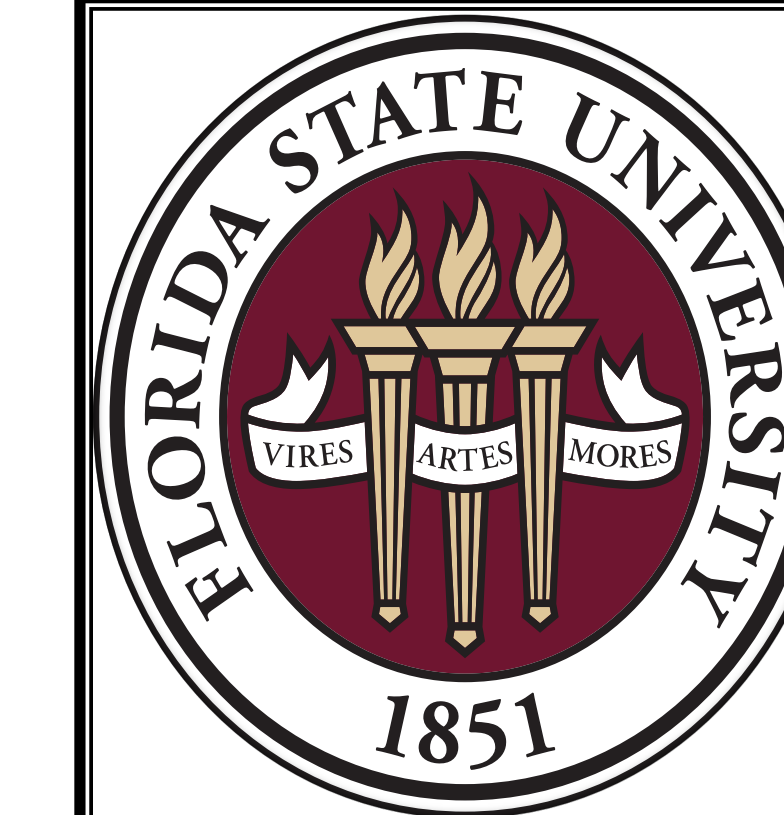


# Exploring Parental Perceptions: An Analysis of Self-Determination, Reading Enjoyment, and Home Literacy Environment in Children with Varying Reading Types



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## INTRODUCTION

- Self-determination is positively correlated with factors shown to improve academic performance in readers with a diagnosed learning disability (Zheng et al., 2012).
- In a sample of good and poor readers without a diagnosed learning disability, children's reading motivation was found to be correlated with their reading performance. (McGeown et al., 2012).
- Reading attitude significantly predicted reading achievement within a sample of children with no reported learning disability or general reading difficulties (Martinez et al., 2008).
- Higher reading and writing achievement correlated with engaging in more home literacy activities, specifically for low achieving children without a learning disability (Alston-Abel and Berninger, 2017).
- Amongst children with learning disabilities in elementary school, parents home literacy environment was significantly related to children's passage comprehension and spelling scores (Rashid et al., 2005).

## METHOD

### Participants

- The participant's data was collected from the Florida Twin Project (FTP; Taylor et al., 2019), a large-scale twin study with 1,053 participants.
- There were 578 males (54.9%) and 475 females (45.1%) in our sample, with the average age being *11.22 years old* ( $SD = 2.5$ ).

### Demographics

White: 49%, African American: 19%, Hispanic: 24%, Mixed/Other: 8%

### Analytic Plan

We conducted three one-way ANOVAs to explore the differences in parents' perceptions of their child's self-determination, reading enjoyment, and the home literacy environment between parents of children with learning disabilities ( $n = 74$ ), children who are low readers without learning disabilities ( $n = 53$ ), and typical readers ( $n = 926$ ).

Reading Ability	Diagnosis
Children with Learning Disability (LD) Diagnosis	Parents of these participants indicated their child has an LD
Low reading performance children without an LD diagnosis	Participants in this group do not have an LD diagnosis, but they scored under the 25th percentile for their reading scores according to the Gates-McGintie test
Typical readers	Participants in this group do not have an LD diagnosis, and scored above the 25th percentile for their reading scores according to the Gates-McGintie test

Measure	Question
Reading Enjoyment (Hem 44)	"Describe how much your child enjoys being read to:" (1. Very Much, 2. Somewhat, 3. A little, to 4. Not at all). Lower scores indicate higher levels of reading enjoyment.
Determination (Cads 53)	"When your child has something to do, is he/she determined to get it done?" The responses are measured on a four-point Likert scale with the options being, "1. Not at all, 2. Just a little, 3. Pretty Much/Pretty Often, 4. Very Much/Very Often".
Grammar Help (Hem 41)	"How often do you help your child with English Grammar?". The option choices were as follows, "1. More than 3 times per day, 2. Once a day, 3. Once a week, 4. Once a month, and 5. Almost never".
Parents and Children Reading Together (Hem 45)	"In a typical week, how many times do you and your child read books together?". The answer choices were as follows, "1. More than 3 times per day, 2. Once a day, 3. Once a week, 4. Once a month, 5. Almost Never".

## RESULTS

### Self-Determination

- The mean scores for determination were 3.2,  $SD = .79$
- 13 participants had their datasets removed prior to analysis due to missing values.
- A one-way ANOVA revealed there was a statistically significant difference in determination between at least two groups ( $F_{1037,2} = 9.077, p < .0005$ ).
- Self-determination was shown to be statistically significant when comparing typical readers to readers with a learning disability ( $p < .0005$ ).
- Additionally, self-determination was also shown to be statistically significant when comparing typical readers and low achieving readers without a diagnosed learning disability ( $p = .025$ ).

### Reading Enjoyment:

- 23 participants had their datasets removed prior to analysis due to missing values.
- The mean scores for reading enjoyment were, 2.32,  $SD = 1.16$
- When running a one-way ANOVA our  $p$  value was not statistically significant as well as our group means ( $F_{1027,2} = .088, p > .05$ ).
- Therefore, we cannot reject the null hypothesis that there is no statistical difference between the reading enjoyment of readers with learning disabilities, low readers without a learning disability, and typical readers.

- Reading enjoyment did not share a statistically significant relationship amongst any of the comparisons.

### Grammar Help:

- 17 participants had their datasets removed prior to analysis due to missing values.
- The mean scores for grammar help were 3.11,  $SD = 1.4$
- When running a one-way ANOVA our  $p$  value was not statistically significant ( $F_{1027,2} = 2.011, p > .05$ ).
- Therefore, we cannot reject the null hypothesis that there is no statistical difference between grammar help of readers with learning disabilities, low readers without a learning disability, and typical readers.

- Grammar help did not share a statistically significant relationship amongst any of the comparisons.

### How Often Parent Reads With Child:

- 21 participants had their datasets removed prior to analysis due to missing values.
- The mean scores for number of books read with child were 3.11,  $SD = 1.4$
- When running a one-way ANOVA our  $p$  value was not statistically significant ( $F_{1027,2} = 0.736, p > .05$ ).
- Therefore, we cannot reject the null hypothesis that there is no statistical difference between number of books read with parent of readers with learning disabilities, low readers without a learning disability, and typical readers.
- Number of books read with parent did not share a statistically significant relationship amongst any of the comparisons.

## DISCUSSION

- Given from our results, our aim in finding statistical differences in home literacy environments and reading enjoyment between low readers with an LD diagnosis, low readers without an LD diagnosis, and typical readers was not supported by the data.
- However, our aim in finding statistical differences in reading determination between the three groups was supported by the data.
- This supports the evidence by Zheng et al., 2012 in the discovery that higher self-determination in reading is found in typical reader groups versus low reader groups with and without learning disabilities.
- Limitations include the number of participants removed due to missingness, providing a less extensive analysis run.
- Future research could extend these findings and further explore why self-determination differs between typical and low readers.

## AIMS

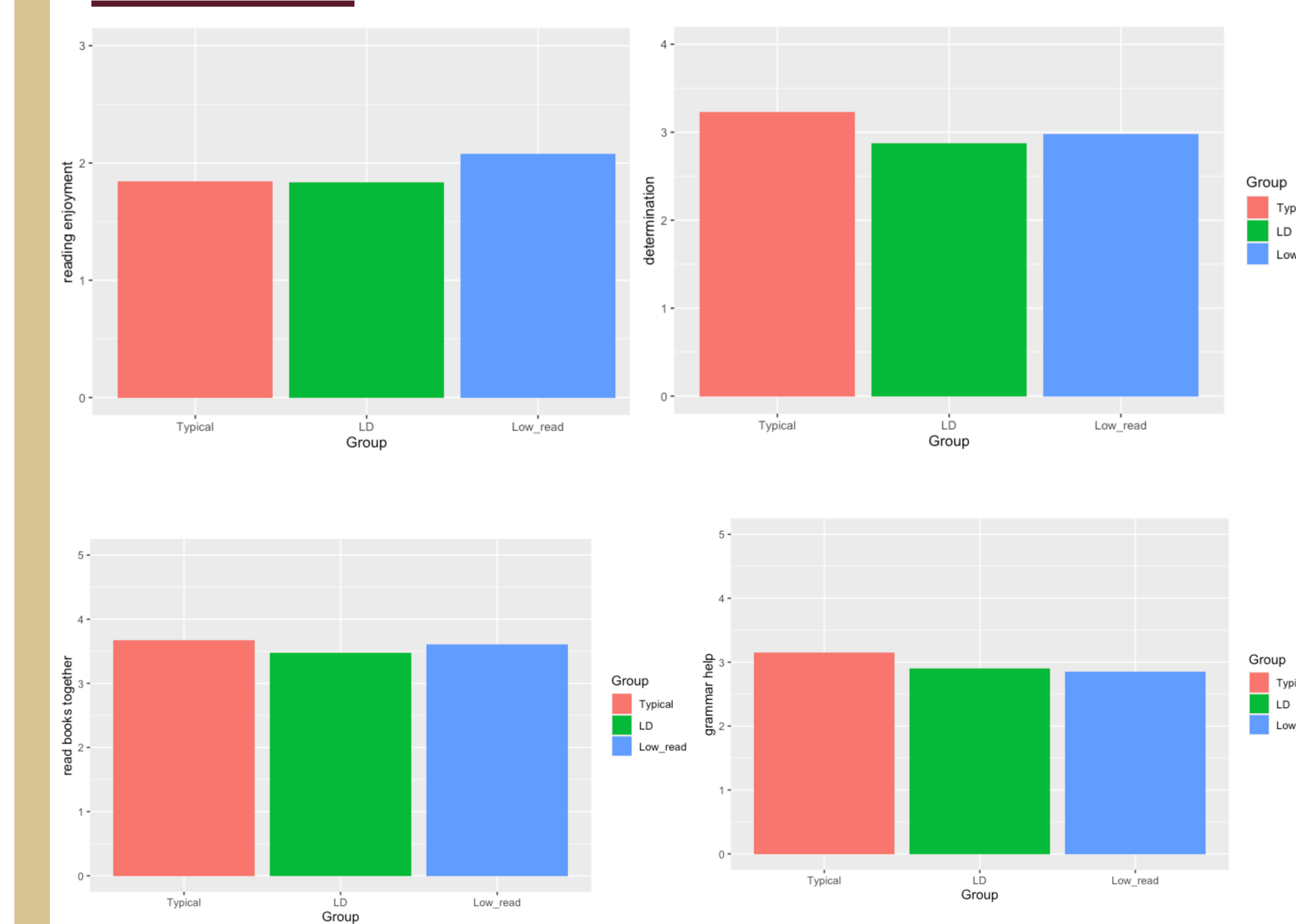
We aim to elucidate the relationship between **self-determination**, **reading enjoyment**, and the **home literacy environment** in children that are average readers, below average readers without a diagnosed learning disability, and children diagnosed with a learning disability.

- Are there statistical differences in home literacy environments between low readers with an LD diagnosis, low readers without an LD diagnosis, and typical readers?
- Are there statistical differences in children's determination and reading enjoyment in children with learning disabilities, lower reading achievements, and typical readers?

## CITATIONS

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## FIGURES



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