

## Investigating the Relationship Between Primary School Students' Reading Attitudes and Their Parents' Reading Attitudes

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### Abstract

The reading attitudes of primary school-aged children serve as foundational elements in the lifelong learning journey, with parental influence playing a pivotal role in this process. As children's first role models, parents have the capacity to shape their children's attitudes towards reading through their own reading behaviors and attitudes. This study aims to explore the relationship between the reading attitudes of 3rd and 4th-grade students and those of their parents, assessing these attitudes across various contextual factors. The study sample includes 3rd and 4th-grade students from multiple schools located in a province within Turkey's Western Black Sea Region, along with their parents. Utilizing a correlational research design, the study employed the "Attitudes Towards Reading Scale" and "Attitudes Towards Reading Scale with Garfield Visuals" as data collection instruments. The findings indicate that female students exhibited a more positive reading attitude than male students, with no significant differences noted regarding grade level or monthly book-reading frequency. Additionally, the study observed that parents' reading attitude scores increased with higher levels of parental education and greater book-reading frequency. Correlation analysis showed no significant relationship between the children's reading attitudes and those of their parents, although a moderate positive relationship was found between the reading attitudes of mothers and fathers.

**Keywords:** Reading, Reading Attitude, Parental Reading Attitude.

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## Introduction

Children's feelings towards reading play an important role in their reading development (Petscher, 2010). Indeed, many studies have found positive relationships between children's attitudes towards reading and their reading performance (e.g., Askov & Fishbach, 1973; Boz & Ulusoy, 2020; McKenna et al., 1995; McGeown et al., 2015). However, the fact that reading is a complex process that requires various linguistic, cognitive and affective skills (Kintsch, 1998; Spencer et al., 2020; Taboada et al., 2009; Wigfield & Guthrie 1997) makes it necessary to examine the reading experience in a multidimensional way. In this context, it is especially important to reveal the role of parents on their children's attitudes towards reading (Erdem, 2023). From this point of view, this research focuses on examining the relationship between the reading attitudes of primary school students and the reading attitudes of their parents.

Reading skills play a foundational role in individuals' personal and academic development, and this process gains even more importance with the rapidly evolving technologies of the digital age. Reading can generally be considered a process of understanding information, developing critical thinking abilities, enhancing cultural accumulation, and strengthening communication skills. There are numerous definitions of reading in the literature. Güneş (2015) and Karatay (2018) define reading as a complex process that involves the activation of visual data perceived by the eye through brain functions. This process includes cognitive processes such as attention, focus, and memory, as well as cognitive skills like making connections, comprehension, and evaluation. Therefore, reading requires not only the perception of visual data but also the processing, interpretation, and comprehension of this data.

On the other hand, Sever (2015) and Demirel (2021) emphasize that reading is an activity requiring deep intellectual effort. In this process, the reader grasps and evaluates the ideas in the text by using their grammatical knowledge, vocabulary, cultural background, and previous experiences. Demirel (2021) highlights the importance of psychomotor skills working in conjunction with cognitive processes in the reading process, drawing attention to the significance of psychomotor skills such as the eyes perceiving symbols and the vocal organs articulating these symbols. These definitions reveal that reading is not merely a physical action but also a cognitive and intellectual process.

Considering the definitions examined within the scope of reading, it is understood that the purpose of reading varies from person to person. Balcı (2016) states that although the act of reading is performed by individuals for different purposes, regardless of the purpose, it contributes to the multidimensional development and enrichment of the individual, enhancing their ability to discover and perceive the world, and thus contributes to the development of society. Therefore, reading has a significant impact not only on the individual but also on the development of the entire society. The purpose of reading is directly related to the attitude exhibited by the individual towards reading, as the individual's attitude towards reading shapes their approach to why and how reading is performed (Hood, 2015).

In the concept of reading attitude, Anderson (1988) defines the term "attitude" as a psychological construct that includes mental activities, emotional experiences, and behavioral processes observed through approval or rejection towards a particular person, group, institution, or idea (as cited in Karasu, 2013, p. 47). Attitude refers to the enduring emotional, cognitive, and behavioral tendencies that an individual develops towards a specific object as a result of environmental interactions (Başaran & Ateş, 2009, p. 77).

In the reviewed definitions, "attitude" is described as comprising three key dimensions: cognitive, affective, and behavioral. The behavioral dimension encompasses processes observable in an individual's actions, movements, responses, and interactions with their surroundings. The second includes emotional processes involving feelings, emotional responses, motivation, attitudes, and emotional experiences. The third encompasses cognitive processes involving individuals' mental activities such as thinking, learning, remembering, and problem-solving.

When examining the act of reading in terms of cognitive, affective, and behavioral dimensions, the concept of reading attitude emerges (Aranson et al., 2004). Reading attitude essentially includes the positive or negative attitudes that a person develops towards reading (Ogurlu, 2014). Reading attitude

is a concept considered to reveal the effects of reading on individuals and to evaluate reading habits, including situations such as how willing an individual is to read, how frequently they read, and how enjoyable or challenging they find reading.

Hagan (2013) defines reading attitude as encompassing the feelings that encourage the adoption of a positive reading habit or lead to the avoidance of this habit, while Vatansever Bayraktar and Açıksefer (2020) define it as the thought of a child loving a book. When the considered definitions are examined, although they approach reading attitude from different perspectives, they fundamentally emphasize the individual's cognitive and emotional attitudes towards reading.

McKenna et al. (1995, p. 939) emphasize the importance of developing a positive attitude toward reading behind individuals' increased participation in reading activities. This not only enhances personal satisfaction and enjoyment from reading but also contributes to the development of reading habits and skills. The U.S. National Research Council, as stated by Temple et al. (2005), has addressed the factors that may affect children's attitudes toward reading under four headings:

- I. **Value Placed on Literacy:** Reading books to children and encouraging reading habits help them grasp the importance of reading.
- II. **Emphasis on Success:** Parents guiding their children to enhance their achievements and supporting their interest in reading can contribute to them becoming strong readers.
- III. **Accessible and Usable Reading Materials:** The presence of children's books and other reading materials in the home environment can contribute to the development of literacy skills.
- IV. **Reading to Children:** Establishing reading routines from the preschool years is essential for parents aiming to foster a reading habit in their children. Regular participation in reading activities reinforces this habit, helping children to develop a consistent and positive approach to reading.

When looking at the factors that can affect attitudes toward reading, within the scope of the value placed on literacy, recommending that parents and educators regularly read books to children and support this activity can help children see reading as a valuable endeavor (Tanju, 2010). The emphasis on success focuses on increasing children's interest in reading by supporting their reading skills and rewarding their achievements. Providing confidence and motivation to children in reading can encourage them to trust themselves and develop their reading abilities (Yavuz, 2019).

Under the heading of accessibility and usability of reading materials, it emphasizes providing an appropriate environment for reading at home and ensuring its accessibility for children. Having a library at home for children and visiting libraries can contribute to their easy access to reading materials and the development of reading habits (Katrancı, 2019). The heading of reading to children highlights the importance of parents creating regular reading rituals to instill a reading habit and participating in reading activities. Organizing book reading times with their children and making this activity an enjoyable event can positively affect children's reading attitudes and support their reading habits (Güneş et al., 2023).

Parents have a significant impact on the positive progression of children's attitudes toward reading. Emphasizing the value of reading, encouraging reading habits, supporting achievements, facilitating access to reading materials, and providing opportunities for free choice enable children to love reading and practice regularly. Active participation of parents helps shape children's reading attitudes positively (Çelik, 2020).

Reading attitude reflects an individual's perspective on reading and influences their reading behaviors. This encompasses a person's level of interest, motivation, enthusiasm, and beliefs about reading. Reading attitude is crucial in shaping one's reading skills and in building consistent reading habits (Karadağ, 2014). For primary school children, reading habits and attitudes establish a base for lifelong learning and continuous knowledge acquisition. Within this context, the influence of parents is notably pivotal.

As primary role models, parents significantly shape children's attitudes and behaviors, including their approach to reading. A parent's reading habits and values can strongly influence a child's reading attitude. When parents engage in regular reading—whether it be books, newspapers, or magazines—and actively participate in reading activities, children are more likely to adopt a positive outlook on reading (Akyol, 2013). Observing parental enthusiasm for reading helps children perceive it as both enjoyable and valuable. Notably, when parents read in their children's presence and dedicate time to nurturing a reading habit, they inspire children to cultivate their own reading practices.

Parents' reading attitudes also affect children's reading skills and motivation. If parents emphasize the value and importance of reading and ensure that books hold a significant place at home, children become more willing and motivated to read (Baker & Scher, 2002; Gambrell et al., 1996; Henk & Melnick, 1995). Additionally, parents instilling the habit of reading books in their children helps them develop their reading skills.

By encouraging their children to read books regularly, parents support them in strengthening their reading abilities. Emphasizing the importance of reading to their children supports their school success and helps increase their academic achievements. A strong reading habit and positive reading attitude enable children to perform better at school and generally enhance their academic success. As a result, the relationship between children's reading attitudes and parents' reading attitudes has a significant impact on children's acquisition of reading habits, development of reading skills, and improvement of academic performance. Parents modeling their own reading habits and attitudes to their children positively influence children's reading attitudes, contributing to their personal development and success. Therefore, being aware of the relationship between parents' reading attitudes and children's reading attitudes and proceeding carefully in this regard is important for supporting and strengthening children's reading habits.

A review of the literature reveals numerous studies examining reading attitudes. Internationally, research often explores primary school students' reading attitudes in relation to various factors (e.g., Black, 2006; Reis et al., 2007; Yoon, 2002). Similarly, national studies on reading attitudes are abundant (Çelik, 2020; Özdemir & Şerbetçi, 2018). These studies generally aim to understand the connections between primary school children's reading attitudes and factors such as reading comprehension, motivation to read, and academic performance. The extensive range of research on reading attitudes highlights the topic's significant presence in the literature (Boz & Ulusoy, 2020; Epçaçan, 2012; Kanmaz & Saracaloğlu, 2012; Karabay & Kuşdemir, 2010). However, unlike these studies, it is seen that studies on how parental support affects children's development towards reading are extremely limited (e.g., Boland & Simons, 1987; Çalışkan & Uğur, 2022; Durualp & Çiçekoğlu; Gül, 2007; Roman & Pinto, 2015).

In Gül's (2007) literature review, she states that parents' literacy experiences and attitudes have an impact on the opportunities offered to children and children's perspectives towards literacy and emphasizes that studies that mostly cover the preschool period should be focused on the primary school period. In support of this, Roman and Pinto (2015) draw attention to the importance of what parents offer their children in terms of developing positive attitudes towards reading and emphasize that systematic appreciation and recognition of the knowledge that children acquire through reading by parents can have a significant impact on their attitudes towards reading. Boland and Simmons (1987), in their project involving children aged 7-9 and their parents, showed that parental participation in reading activities positively changed both children's and parents' attitudes towards reading. In their experimental study, Çalışkan and Ulaş (2022) observed that reading activities with parental participation had a positive effect on the reading attitudes of experimental group students. Durualp et al. (2013) found that the reading attitudes of the children of middle school students whose parents read books were higher. In this context, it was stated that the positive emotional and behavioral tendency of the family towards reading activities positively affects the attitude of the child.

Despite the limited number of studies mentioned above, the lack of empirical research in the literature on the relationship between primary school students' reading attitudes and their parents' reading attitudes is striking. Gaining insights into the parental role in developing children's reading habits—and identifying the related influencing factors—is of critical importance. Beyond parents' reading habits, other factors, including family communication, socioeconomic status, and educational background, may impact this relationship. A thorough examination of how primary school children's reading attitudes correlate with their parents' attitudes represents a valuable step toward informed educational policies and fostering reading habits within families. This research aims to contribute to the development of effective strategies that encourage children's reading habits and promote positive reading attitudes.

To address this gap, the present study investigates the relationship between the reading attitudes of 3<sup>rd</sup> and 4<sup>th</sup>-grade primary school students and their parents. Specifically, it seeks to answer the following research questions:

1. Do the reading attitude scores of the participating primary school students show a significant difference according to:
  - 1.1. Gender?
  - 1.2. Grade level?
  - 1.3. Average number of books read monthly?
  - 1.4. Parents' educational status?
2. Do the reading attitude scores of the parents of the participating primary school students show a significant difference according to:
  - 2.1. Education level?
  - 2.2. Frequency of reading books?
3. Is there a significant relationship between the reading attitude levels of the participating primary school students and their parents' reading attitude levels?

## **Method**

### **Research Design**

The study employed a correlational research method, which, according to Karasar (2016), involves a technique to examine the relationships between two or more variables by means of comparison. This research model is particularly useful for identifying and analyzing connections among variables and is widely applied in quantitative data analysis. Through statistical techniques, it offers insights into the strength, direction, and characteristics of these relationships. For this study, the correlational research method served to explore the potential association between the reading attitudes of 3<sup>rd</sup> and 4<sup>th</sup>-grade primary school students and the reading attitudes of their parents.

### **Study Group**

The research's target group comprises students enrolled in four different primary schools within a province located in the Western Black Sea region during the 2023-2024 academic year, along with their parents. The study group includes a total of 106 students and their respective parents, all of whom participated voluntarily. Of the student participants, 66 are in 3<sup>rd</sup> grade, while 40 are in 4<sup>th</sup> grade, with a distribution of 46 female and 60 male students. In line with the interviews conducted with the Provincial Directorate of National Education officials, it was confirmed that the schools participating in the study consisted of students with a middle socio-economic level in terms of the neighborhood they were located in. In addition, in the interviews conducted with the classroom teachers, it was decided that students diagnosed with any developmental language disorder by the Guidance Research Center (RAM) would be excluded from the scope.

## Data Collection Tools

**Personal Information Form:** This form was prepared to determine the demographic information of parents and students. It includes demographic details such as gender, age, education level, and occupation. Additionally, the form consists of six questions specifically designed to understand whether children have their own bookshelves at home and the general frequency of reading books within the family. All information provided by each participant was kept strictly confidential and used solely to assess general trends. This approach ensured that the results obtained have a more general and valid quality.

**Attitude Toward Reading Scale with 'Garfield' Visuals for Grades 1–6:** To measure the reading attitudes of the participating students, the "Attitude Toward Reading Scale with 'Garfield' Visuals," adapted into Turkish by Kocaarslan (2016), was utilized. The original scale was developed by McKenna and Kear (1990) for English-speaking children. The scale comprises two sub-dimensions: enjoyment of reading (items 1–10) and academic reading (items 11–20). The internal consistency of the scale, measured by Cronbach's alpha, was found to be 0.88. The emotions included in the scale are rated from 4 to 1 using Garfield visuals representing "very happy," "slightly happy," "slightly sad," and "very sad." The highest possible score on the scale is 80, with 50 representing the midpoint.

**Attitude Toward Reading Scale:** The "Attitude Toward Reading Scale," developed by Çelik and Kızılaslan Tunçer (2020), comprises 35 items organized into four sub-dimensions. The first sub-dimension addresses attitudes toward developing a book-reading habit; the second centers on attitudes concerning the benefits of reading; the third relates to the parent-book dynamic; and the fourth emphasizes encouraging the child to read. In the first sub-dimension, eight items were reverse-scored for analysis. This scale is structured as a 5-point Likert-type measure, with a maximum potential score of 175. The scale's internal consistency, measured by Cronbach's alpha, is 0.80.

## Data Collection Process

The researcher carried out the data collection process in two primary schools situated in the Western Black Sea Region. Prior to implementation, classroom teachers and school administrators were briefed on the research procedure. The "Attitude Toward Reading Scale with 'Garfield' Visuals for Grades 1–6" was administered to students within a classroom setting, with each session lasting approximately 20 minutes. Following the distribution of the scale, instructions were given, and students were guided to select the response that best represented their feelings for each item. For parents, the "Attitude Toward Reading Scale" was sent home with students by their teachers and subsequently collected upon return. The data collection concluded with participation from a total of 106 students and their parents.

## Data Analysis

The research data were analyzed using IBM SPSS Statistics 22.0 software, beginning with assessments of data normality. To verify normal distribution, central tendency measures such as the mean and median, alongside skewness and kurtosis values, were calculated for each variable. The proximity of central tendency values and skewness and kurtosis coefficients within the acceptable range of –1 to +1 supported the assumption of normality for the data distribution (George & Mallery, 2003). This analysis was crucial to ensuring that the data met the assumptions required for parametric testing.

Reliability of the measurement scales was confirmed through Cronbach's alpha internal consistency coefficients, yielding values of 0.871 for the children's scale and 0.932 for the parents' scale, indicating high reliability. Following this, descriptive statistics, including mean ( $\bar{x}$ ), standard deviation (SD), and frequency, were reported to provide an overview of the sample's characteristics and tendencies.

For inferential analyses, Independent Samples t-Tests were conducted to examine potential differences between groups, while One-Way Analysis of Variance (ANOVA) tests assessed variance across multiple groups. To examine relationships among variables, Pearson Correlation Coefficient analyses were employed. Where statistically significant differences were observed in ANOVA tests, post-hoc analyses were conducted using Scheffe and Tamhane's T2 tests, depending on the number of observations in groups and homogeneity of variance assumptions (Hochberg & Tamhane, 1987;

Scheffe, 1956). To interpret the magnitude of observed effects, effect sizes were calculated using Cohen's  $d$  for t-tests and Eta squared ( $\eta^2$ ) for ANOVA, providing insights into the practical significance of the findings.

### Findings

This section presents the findings related to the research questions concerning the reading attitudes of students and their parents.

#### Findings Related to the First Research Question

The first research question was stated as: "Do the reading attitude scores of 3rd and 4th-grade primary school students differ significantly by gender?" To answer this question, an independent samples t-test was conducted. The results are presented in Table 1.

Table 1.

Independent Samples T-Test Results for the Difference Between Reading Attitude Scores by Gender

Variable	Groups	n	$\bar{x}$	SD	t	df	p	Cohen's d
Reading Attitude	Female	46	68.28	6.63	2.693	104	.008*	0.54
	Male	60	63.75	9.82				

Table 1 highlights a clear statistical distinction in reading attitude scores between male and female students, indicating a significant gender-based difference in attitudes toward reading [ $t(104)=2.693$ ;  $p<0.05$ ]. Specifically, female students displayed a considerably higher mean score ( $\bar{x}=68.28$ ) compared to their male counterparts ( $\bar{x}=63.75$ ), with the t-test confirming this significance [ $t(104)=2.693$ ;  $p<0.05$ ; Cohen's  $d=0.54$ ]. Analyzing the effect size reveals that this difference is moderate, pointing to a trend where female students generally show more positive attitudes toward reading than male students.

The second sub-question aimed to investigate whether there was a significant difference in reading attitude scores between 3rd and 4th-grade students. To examine this, an independent samples t-test was conducted, with the outcomes summarized in Table 2.

Table 2.

Independent Samples T-Test Results for the Difference Between Reading Attitude Scores by Grade Level

Variable	Groups	n	$\bar{x}$	SD	t	df	p
Reading Attitude	3rd Grade	66	65.89	8.60	.264	104	.793
	4th Grade	40	65.42	9.31			

Table 2 presents findings indicating no statistically significant difference in reading attitude scores between students in the 3rd and 4th grades, as demonstrated by the t-test results [ $t(104)=.264$ ;  $p>0.05$ ]. This suggests that the mean reading attitude score of 3rd-grade students ( $\bar{x}=65.89$ ) is statistically comparable to that of 4th-grade students ( $\bar{x}=65.42$ ). Therefore, grade level alone does not appear to influence students' attitudes toward reading in any substantial way within this sample.

The third sub-question examined whether the average number of books read per month had a meaningful impact on reading attitude scores among 3rd and 4th-grade primary school students. To explore this, another independent samples t-test was conducted, with the results displayed in Table 3.

Table 3.

Independent Samples T-Test Results for the Difference Between Reading Attitude Scores by Average Number of Books Read per Month

Variable	Groups	n	$\chi$	SD	t	df	p
Reading Attitude	1-15 Books/Month	46	64.21	10.22	-1.539	104	.127
	16+ Books/Month	60	66.86	7.49			

As illustrated in Table 3, no significant difference was found in students' reading attitude scores when comparing groups based on the average number of books read per month [ $t(104)=-1.539$ ;  $p>0.05$ ]. This indicates that students who read between 1-15 books per month ( $\chi=64.21$ ) have reading attitudes similar to those who read 16 or more books per month ( $\chi=66.86$ ), suggesting that monthly reading volume does not substantially influence students' attitudes toward reading in this sample.

The fourth sub-question sought to determine if parental education level significantly affects the reading attitude scores of 3rd and 4th-grade students. This question was examined through a One-Way Analysis of Variance (ANOVA), with the findings presented in Table 4.

Table 4.

ANOVA Results for the Reading Attitude Scores of Children by Mother's Education Level

Variable	Education Level	n	$\chi$	SD	F	df	p
Child's Reading Attitude	Primary	24	64.08	9.66	1.363	105	.260
	Secondary	47	67.28	7.90			
	Higher Education	35	64.74	9.35			
	Total	106	65.71	8.84			

As seen in Table 4, there is no statistically significant variation in students' reading attitude scores based on the mother's education level [ $F(2, 103)=1.363$ ;  $p>0.05$ ]. This outcome implies that the educational background of the mother does not appear to exert a notable impact on children's attitudes toward reading.

Furthermore, an additional One-Way Analysis of Variance (ANOVA) was conducted to determine whether the father's education level significantly affects the reading attitude scores of 3rd and 4th-grade students. The results of this analysis are presented in Table 5.

Table 5.

ANOVA Results for the Reading Attitude Scores of Children by Father's Education Level

Variables	Education Level	n	$\chi$	SD	F	df	p
Child's Reading Attitude	Primary	12	64.67	7.16	.265	105	.768
	Secondary	65	65.49	9.00			
	Higher Education	29	66.66	9.28			
	Total	106	65.72	8.84			

Table 5 provides insight into the relationship between fathers' education levels and students' reading attitude scores, showing that no statistically significant differences were found in students' reading attitudes based on their fathers' education levels [ $F(2, 103)=.265$ ;  $p>.05$ ]. This indicates that the educational attainment of fathers does not significantly influence the reading attitudes of their children.

### Findings Related to the Second Research Question

The first sub-question of the second research question was stated as follows: "Do the reading attitude scores of the parents of primary school 3rd and 4th-grade students differ significantly by educational



level?" To answer this question, a One-Way ANOVA was conducted. The results are presented in Table 6.

Table 6.

ANOVA Results for the Reading Attitude Scores of Mothers by Education Level

Variables	Education Level	n	$\chi$	SD	F	df	p	$\eta^2$
Mother's Reading Attitude	Primary	24	105.13	17.56	26.489	105	.000*	0.33
	Secondary	47	122.51	15.93				
	Higher	35	137.09	16.81				
	Total	106	123.38	20.23				

\*  $p < .05$

Table 6 highlights a statistically significant difference in mothers' reading attitude scores that correlates with their educational attainment [ $F(2, 103) = 26.489$ ;  $p < .05$ ]. The Scheffe post-hoc analysis, used to pinpoint specific group distinctions, reveals that the educational level of mothers is a considerable factor influencing their reading attitudes, with an effect size ( $\eta^2 = 0.33$ ) indicating a moderate to substantial impact. Specifically, mothers with higher education qualifications display notably higher reading attitude scores compared to mothers in the primary and secondary education categories. Additionally, mothers with secondary education levels score higher than those who only completed primary education. This pattern suggests that increased educational experience may be linked to a greater appreciation for or inclination toward reading, which can potentially translate into more positive reading attitudes. In understanding the potential impact on their children's reading development, this finding underscores the influence of maternal education. Educated mothers might model reading as a valuable activity or facilitate literacy-rich environments, thereby indirectly enhancing their children's attitudes toward reading. The observed positive correlation between higher educational qualifications and reading attitudes in mothers could imply that higher education not only broadens individual perspectives but also fosters an enduring engagement with reading.

Furthermore, a separate One-Way ANOVA was conducted to examine whether fathers' educational backgrounds influenced their reading attitude scores, aiming to uncover any potential educational impact on reading attitudes among fathers of 3rd and 4th-grade students. The results, presented in Table 7, shed light on whether fathers' educational levels similarly affect their attitudes toward reading, offering a comparative perspective to the findings observed in mothers.

Table 7.

ANOVA Results for the Reading Attitude Scores of Fathers by Education Level

Variables	Education Level	n	$\chi$	SD	F	df	p	$\eta^2$
Father's Reading Attitude	Primary	12	114.00	22.21	4.987	105	.009*	0.08
	Secondary	65	113.20	22.07				
	Higher	29	127.34	14.88				
	Total	106	117.16	21.15				

Note. \*  $p < .05$

Table 7 reveals a statistically significant difference in fathers' reading attitude scores that varies with educational level, though the assumption of homogeneity of variance was not met [ $F(2, 103) = 4.987$ ;  $p < .05$ ]. Levene's test confirmed this variance issue ( $F = 2.103$ ,  $p < .05$ ), prompting the use of Tamhane's T2 post-hoc test, which is suitable for cases where variances are unequal. According to the Tamhane's T2 results, fathers with higher education levels scored significantly higher in reading attitude than those with secondary education. The effect size ( $\eta^2 = 0.08$ ) suggests a moderate impact, highlighting that a father's level of education plays a meaningful role in shaping his attitudes toward reading. This finding indicates that higher educational attainment among fathers is associated with more positive attitudes toward reading. This trend may stem from various factors: fathers with

advanced education may have had more exposure to the benefits of reading, developed a deeper appreciation for literature, or possess greater access to resources that support a reading habit. These attitudes, in turn, may influence the literacy environment they create at home, potentially affecting their children's reading attitudes and habits. The moderate effect size suggests that while educational level is not the sole determinant of fathers' reading attitudes, it remains a relevant factor.

Moving forward, the study's second research question examines whether parents' reading attitudes vary with the frequency of their own reading habits. Specifically, the second sub-question asks if the reading attitudes of parents with children in 3rd and 4th grades differ significantly based on how frequently they read. This was assessed using a One-Way ANOVA, with the results detailed in Table 8. This analysis aims to determine if more frequent reading by parents correlates with more positive reading attitudes, reflecting how parental modeling of reading behaviors could influence attitudes and, potentially, children's literacy development.

Table 8.  
ANOVA Results for the Reading Attitude Scores of Mothers by Frequency of Book Reading

Variables	Frequency of Book Reading	n	$\chi$	SD	F	df	p	$\eta^2$
Mother's Reading Attitude	Never Reads	19	102.57	15.68	20.090	105	.000*	0.28
	0-5 Books per Month	44	123.13	15.14				
	6+ Books per Month	43	132.83	19.90				
	Total	106	123.38	20.23				

\*  $p < .05$

Table 8 illustrates a statistically significant variance in mothers' reading attitude scores based on how frequently they engage in reading [ $F(2, 103) = 20.090$ ;  $p < .05$ ]. Results from the Scheffe post-hoc test clarify these differences, showing that mothers who read six or more books per month report significantly higher reading attitude scores ( $\chi = 132.83$ ) than both those reading 0-5 books per month ( $\chi = 123.13$ ) and those who do not read any books ( $\chi = 102.57$ ). Additionally, mothers who read 0-5 books per month have notably higher scores than mothers who do not read at all. The effect size ( $\eta^2 = 0.28$ ) further emphasizes that the frequency of reading is a substantial factor influencing mothers' reading attitudes. These findings underline the role of consistent reading habits in fostering a positive attitude toward reading. Mothers who read frequently not only display a more favorable stance on reading but may also provide an enriched reading environment and act as role models, reinforcing the importance of literacy within the household.

To assess whether the reading attitude scores of fathers of 3rd and 4th-grade primary school students varied significantly based on the frequency of book reading, a One-Way ANOVA was conducted. The findings from this analysis are displayed in Table 9.

Table 9.  
ANOVA Results for the Reading Attitude Scores of Fathers by Frequency of Book Reading

Variables	Frequency of Book Reading	n	$\chi$	SD	F	df	p	$\eta^2$
Father's Reading Attitude	Never Reads	30	100.90	20.31	18.629	105	.000*	0.26
	0-5 Books per Month	56	121.00	15.69				
	6+ Books per Month	20	130.80	21.74				
	Total	106	117.16	21.15				

\*  $p < .05$

Table 9 reveals a statistically significant difference in fathers' reading attitude scores based on the frequency of book reading [ $F(2, 103) = 18.629$ ;  $p < .05$ ]. According to Scheffe post-hoc test results, fathers who do not read books scored the lowest in terms of reading attitude ( $\chi = 100.90$ ). Fathers who read 0-5 books per month scored significantly higher ( $\chi = 121.00$ ) than those who do not read at all. The highest scores were observed among fathers who read 6 or more books per month ( $\chi = 130.80$ ). The

effect size analysis suggests that the frequency of book reading among fathers has a substantial impact on their reading attitudes ( $\eta^2 = 0.26$ ).

### Findings Related to the Third Question

The third research question was formulated as follows: “Is there a significant relationship between the reading attitude levels of 3rd and 4th-grade primary school students and the reading attitude levels of their parents?” Pearson correlation analysis was conducted to answer this question. The results are presented in Table 10.

Table 10.

Correlation Between Students' Reading Attitude Scores and Parental Reading Attitude Scores

Variables	1	2	3
1. Child's reading attitude	-		
2. Mother's reading attitude	.099	-	
3. Father's reading attitude	.163	.477*	-

\*  $p < .01$

Table 10 demonstrates a moderate, positive, and statistically significant correlation between the reading attitudes of mothers and fathers ( $r = .47$ ,  $p < .01$ ). However, no significant correlation was observed between the reading attitudes of the children and those of either their mothers or fathers.

### Conclusion, Discussion, and Recommendations

This study sought to examine the relationship between reading attitudes of 3rd and 4th-grade primary school students and those of their parents. The research was primarily motivated by a gap in the literature, as few studies comprehensively explore the connection between primary students' reading attitudes and their parents' attitudes. Additionally, the study investigated reading attitudes in relation to variables including students' gender, grade level, monthly reading frequency, and parental education levels. Furthermore, it analyzed whether parental reading attitudes varied with their educational background and the frequency of their own reading habits. The findings, contextualized with relevant literature, are discussed below.

The analysis of reading attitude scores for 3rd and 4th-grade primary school students revealed a statistically significant gender-based difference, with female students demonstrating a more positive reading attitude than their male counterparts. This pattern is consistent with many studies in the field, which also report that female students generally possess stronger reading attitudes than males (Akkaya & Özdemir, 2013; Balcı et al., 2012; Duran & Alevli, 2014; Gömleksiz, 2004). Such findings suggest that gender may play a role in shaping students' outlook on reading from an early age, potentially due to social or developmental factors that influence girls to engage more favorably with reading activities.

Internationally, cross-sectional studies echo these findings, showing a similar trend among girls who, on average, exhibit more positive attitudes toward reading in both primary (McKenna et al., 1995) and secondary education (McKenna et al., 2012). However, it is important to note that some research reports contrasting results; for instance, certain studies have identified higher reading attitudes in male students (Altunkaynak & Çağımlar, 2021). These mixed outcomes highlight that while a positive reading attitude is frequently associated with female students, this trend is not universal. Additional research even suggests that gender may not be a determining factor at all in students' reading attitudes (Alieto et al., 2020; Başaran, 2014; Taşkın & Aygün, 2017).

The variability in these findings points to the complex and potentially context-dependent role that gender may play in students' attitudes toward reading. Cultural, environmental, and educational influences, as well as societal expectations regarding literacy, could all contribute to these differences. Therefore, while female students tend to have more favorable reading attitudes overall, it is essential to consider the influence of broader contextual factors that may either enhance or diminish gender-based distinctions in reading attitudes. Future research would benefit from examining how these contextual

factors interact with gender to shape students' engagement with reading, offering a more nuanced understanding of the role that gender plays in literacy development.

The study results showed no significant variation in reading attitudes between 3rd and 4th-grade students, indicating that reading attitudes did not necessarily improve as students progressed from one grade to the next. Ideally, it would be expected that reading attitudes become more positive with increasing grade level, as this aligns with educational objectives that encourage progressive engagement and enthusiasm toward reading. However, the lack of such an increase raises questions about factors that might be hindering students' reading attitudes as they move to higher grades. This finding aligns with recent research, which found that 3rd-grade students often exhibit slightly higher academic and recreational reading attitudes than those in 4th grade (Şahin Taşkın & Esen Aygün, 2017).

One plausible explanation for this trend relates to the developmental shift from "learning to read" to "reading to learn," which typically occurs between these grades. As students begin to use reading more as a tool for learning, the materials they encounter often become more challenging and require greater comprehension skills to extract and interpret information effectively. This increase in reading complexity may inadvertently decrease enjoyment and positive feelings toward reading, especially if students encounter difficulties or lack confidence in understanding more advanced texts (İşeri, 2010).

This pattern has also been observed internationally, with studies revealing a decline in reading attitudes as grade level increases, a trend that spans both primary and secondary education (McKenna et al., 1995; McKenna et al., 2012). This shift in attitude is a point of concern for educators and parents, as a decrease in reading enthusiasm at this critical stage could influence students' overall academic engagement and success. These findings suggest that supporting students' reading attitudes across grade levels is essential. For both educators and parents, maintaining a balance between cognitive challenges and engaging content could help preserve students' positive attitudes toward reading as they advance in school, ultimately fostering a lifelong appreciation for reading.

The study revealed no significant difference in students' reading attitudes based on the average number of books they read per month, a result that contrasts with prior research. Earlier studies with primary and secondary students have shown a moderate positive correlation between the quantity of books read and students' reading attitudes, suggesting that increased reading frequency fosters a more positive attitude toward reading. Similar findings with 6th, 7th, and 8th graders demonstrated a link between the number of pages read and a more favorable reading attitude (Akkaya & Özdemir, 2013; Baki, 2017; Özdemir & Şerbetçi, 2018). For instance, Özdemir and Şerbetçi (2018) identified a moderate positive correlation between 4th graders' reading attitudes and the number of books they read outside textbooks over a year. Another study indicated that primary students who read daily or several times a week held more positive reading attitudes (Yurdakul et al., 2020). This study's differing results may stem from the reliance on self-reported data regarding reading frequency.

The study found no significant difference in students' reading attitude scores based on the mother's education level. This finding aligns with the existing literature. Şahin Taşkın and Esen Aygün (2017) also demonstrated that parental education levels do not significantly impact students' reading attitudes. Similarly, Kuşdemir (2019) and Kandemir (2019) found no significant relationship between parents' education levels and students' reading attitudes. However, İnan (2005) and Karademir and Gürsoy (2018) reported that the education level of parents influences students' reading habits, with children of university-educated parents showing more positive reading habits. Overall, it can be suggested that, beyond the education levels of mothers and fathers, factors such as how parents support their children in reading and whether they serve as positive role models may be crucial in shaping students' reading attitudes.

The study further revealed that educational level is generally a significant factor affecting the reading attitudes of mothers and fathers. This difference is especially pronounced for mothers, with those holding higher educational qualifications showing significantly more positive reading attitudes than others. Regarding fathers, university graduates scored higher in reading attitudes than those with secondary education. Similar findings can be found in the literature. In their study, Çelik and Kızılaslan Tunçer (2020) found that reading attitudes improve as parental education level increases.

Additionally, Erdoğan and Demir (2016) concluded that there is no significant relationship between mothers' education level and their reading attitude. These findings may stem from differences in research methodologies, sample groups, and cultural factors. Some studies focus on parents' overall educational level, while others examine mothers' or fathers' educational levels separately. Other environmental or socioeconomic factors influencing reading attitudes may have also impacted the results.

A significant finding in this study is the observed difference in reading attitude scores among mothers of 3rd and 4th-grade students, depending on how frequently they engage in reading. Specifically, mothers who read six or more books each month demonstrated notably higher reading attitude scores than those who read less frequently. This trend was also present among fathers, suggesting that parents' reading frequency is positively correlated with their attitudes toward reading. These findings align with research suggesting that increased reading habits in parents are associated with more favorable attitudes toward reading (Kaya Özgül, 2023). Such results underscore the potential impact of parents' personal reading behaviors on their overall disposition toward reading, which may, in turn, influence their role as reading models for their children. This trend emphasizes the importance of fostering regular reading habits among parents to encourage a positive reading culture within the family.

To answer the study's central question, a correlation analysis was conducted to assess the relationship between the reading attitudes of 3rd and 4th-grade primary school students and their parents. The analysis indicated a moderate, positive, and significant correlation solely between the reading attitude scores of mothers and fathers, with no notable association found between children's reading attitudes and those of their parents. This outcome diverges from initial expectations. Although direct investigations into the correlation between primary students' reading attitudes and those of their parents are sparse in the literature, prior research consistently underscores the role of family engagement and parental encouragement in shaping children's attitudes toward reading. For example, studies by Durualp et al. (2013), Darıcan (2014), Kocaarslan (2016), and Şahin Taşkın and Esen Aygün (2017) highlight that parents' accumulated cultural knowledge related to reading and their behavior as role models exert a substantial influence on children's development of positive reading attitudes. This suggests that parental attitudes may play a more indirect role in shaping children's perspectives, perhaps influenced by the quality and frequency of reading interactions within the family environment.

Capotosto et al. (2017), in their study on how parents support the reading skills, motivation, and habits of third-grade students, emphasized that parent-child reading interactions are mutually influential. Similarly, a study by Stephens et al. (2015) showed that parents and children influence each other's reading attitudes and behaviors. The quality of the literacy environment at home and parents' approaches are thought to be influential in the relationship between parent and child reading attitudes. Indeed, the importance of children modeling their parents in personality development is emphasized. Aslan and Harput (2017) reported that children raised in households where reading occurs tend to develop positive attitudes and habits towards reading. However, no significant difference was found when examining the impact of specific reading hours on children's reading attitudes.

When the study's results are evaluated as a whole, the importance of both students and parents developing positive attitudes toward reading becomes apparent. A positive reading attitude among primary school students, who are in a critical stage of reading development, plays a crucial role in their academic success and personal growth. Raising awareness among parents to support their children's reading skills and fostering their understanding of this issue is essential. Positive reading attitudes among parents may indirectly promote positive emotions in their children, supporting their lifelong engagement as readers.

This study has some limitations. The sample group consisted only of 3rd and 4th-grade students, the sample size was relatively small, and the attitude scales used for reading attitudes were different for children and parents. Thus, it is recommended that the results be interpreted cautiously and that overgeneralization is avoided. Additionally, the lack of a significant relationship between parent and child attitudes in this study may be attributed to certain mediating variables not included in the

research. Future studies should consider groups with diverse and larger samples from various grade levels and include variables that may influence household literacy, such as interactive reading hours and availability of home libraries.

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