

2012

Social Influences on West Australian Adolescents' Recreational Book Reading

Margaret Merga

Social Influences on West Australian Adolescents' Recreational Book Reading

Margaret Merga under supervision of
Dr Brian Moon, Mrs Barbara Harris and
Dr Jan Gray

National Year of Reading

- “...outside health and housing, encouraging a child to read and keeping them reading is arguably the single most important thing that can be done to influence positive outcomes in young people’s lives – socially, culturally, educationally and economically (ABS, 2012)”

Why Recreational Book Reading is Important

Independent Reading Minutes Per Day	Words read per year
65.0	4 358 000
21.1	1 823 000
4.6	282 000
0.1	8000

(Cunningham and Stanovich, 2001)

Australia

- **Enjoyment of recreational reading**
- **45% of primary students**
- **24% of secondary school students**
- **No other pleasure activity registered such a decrease in enjoyment post-puberty (Nieuwenhuizen, 2001)**
- **Aliteracy**

Symbolic Interactionism

Family

Teachers

Adolescents'
Attitudes toward
RBR

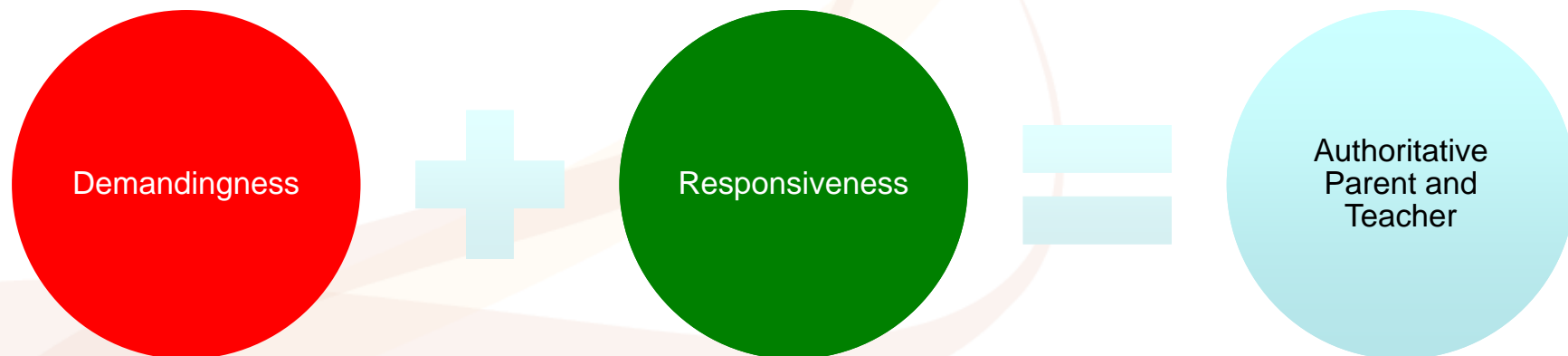
Friends and Peer Group

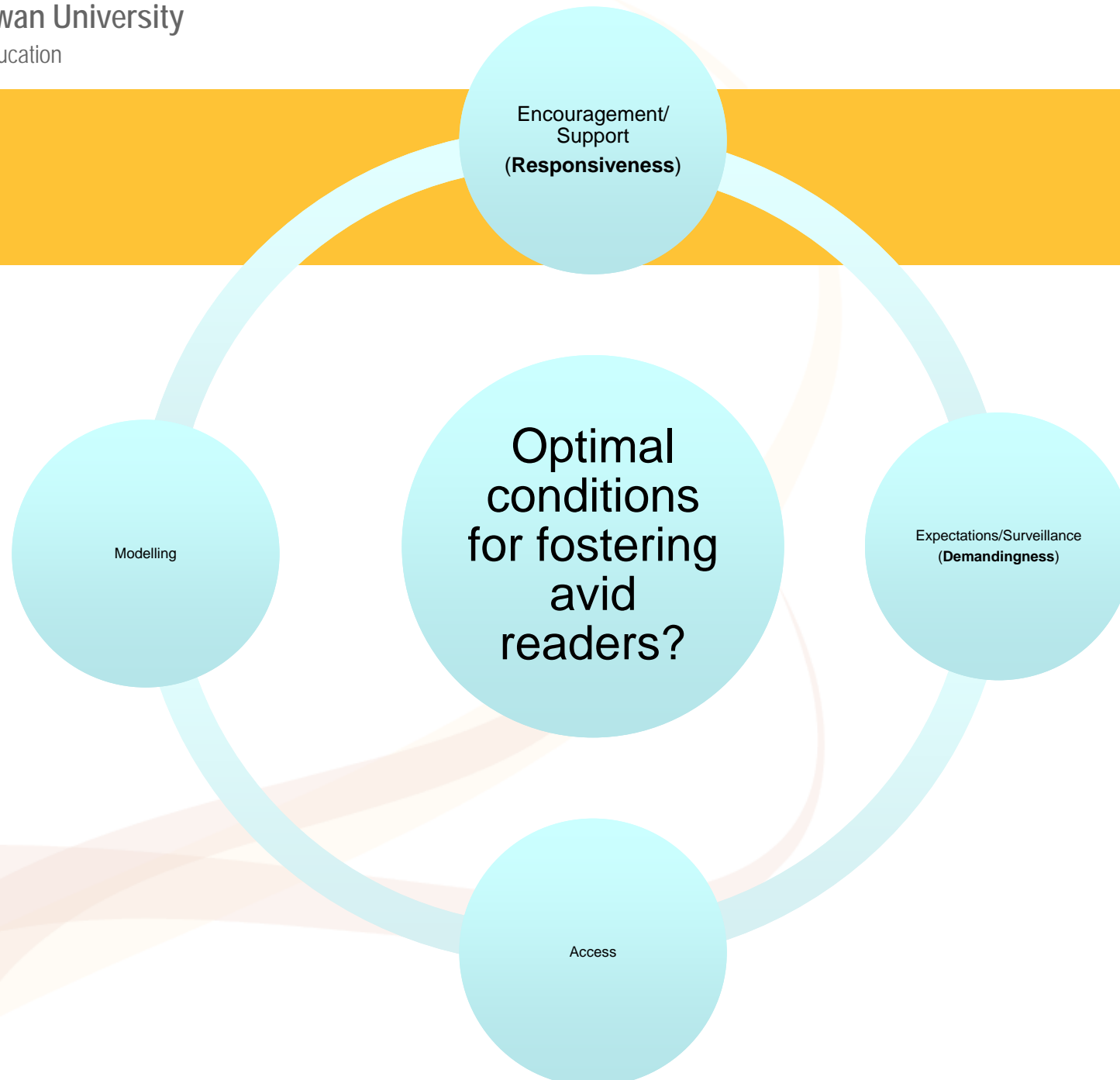
Media and Popular Culture

Social Model- Attitudes arising from social experiences and interactions

Baumrind's Configural Approach to Parental Authority (CAPA)

Styles: Authoritarian, Authoritative, Permissive, Rejecting/Neglecting





Research seeks to explore...

- Frequency and volume
- Current attitudes
- Impact of parents, English teachers, friends and peer group
- Changes in school policy and practice implied by the findings?

Methodology

- Mixed method- Explanatory Design (Creswell and Clark, 2007).
- Primarily quantitative survey
- Qualitative semi-structured interviews
- Differences important
- Currently in data collection phase

Feedback or questions?

Interested in your school participating?

Contact Margaret at
mmerga@our.ecu.edu.au

