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Social Influences on West Australian Adolescents' Recreational Book Reading

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Social Influences on West Australian Adolescents' Recreational Book Reading

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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 postpuberty (Nieuwenhuizen, 2001)
- Aliteracy

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Symbolic Interactionism

Family

Teachers

Adolescents' Attitudes toward RBR

Friends and Peer Group

Media and Popular Culture

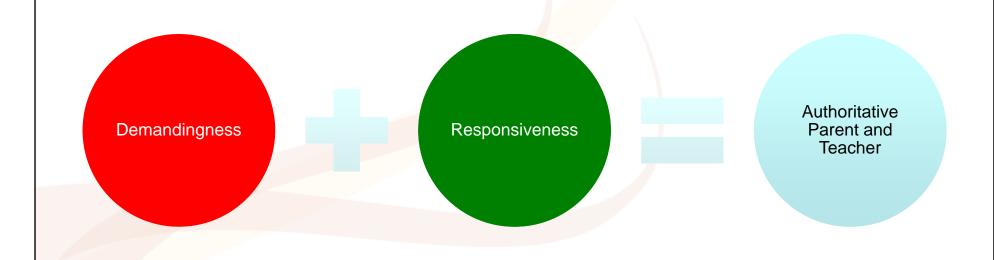
Social Model- Attitudes arising from social experiences and interactions

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Baumrind's Configural Approach to Parental Authority (CAPA)

Styles: Authoritarian, Authoritative, Permissive, Rejecting/Neglecting



Edith Cowan University School of Education Encouragement/ Support (Responsiveness) Optimal conditions for fostering avid Expectations/Surveillance Modelling (Demandingness) readers? Access



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

