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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

<table>
<thead>
<tr>
<th>Independent Reading Minutes Per Day</th>
<th>Words read per year</th>
</tr>
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<tbody>
<tr>
<td>65.0</td>
<td>4 358 000</td>
</tr>
<tr>
<td>21.1</td>
<td>1 823 000</td>
</tr>
<tr>
<td>4.6</td>
<td>282 000</td>
</tr>
<tr>
<td>0.1</td>
<td>8000</td>
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</tbody>
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*(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

Teacher

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
Optimal conditions for fostering avid readers?

Encouragement/Support (Responsiveness)

Modelling

Expectations/Surveillance (Demandingness)

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

- 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
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