

The Relationship Between Parenting Styles And Students' Attitude Toward Leisure Time Reading

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ABSTRACT

The main purpose of this study was to state the relationship between the parenting style and students' attitude toward leisure reading. A total of 147 (65 male and 82 female) students from two classes (class five, 80 and class six, 67) were participated in the present study. The Parental Authority Questionnaire (PAQ) and the Elementary Reading Attitude Survey (ERAS) were adopted and used. Results revealed that: (a) participants held more positive attitudes toward reading; (b) males and females generally had similar attitude toward reading; (c) participants from both classes had similar attitudes toward reading; (d) authoritative style was the most highest practiced by the parents according to the students' perception on their parents' preferred type of parenting; (e) there was identifiable relationship between students' attitudes toward leisure reading and their parents' parenting style. Furthermore, there was an evidence of significant correlation between perceived parenting styles and the attitude toward leisure reading by gender; and (f) there was evidence that authoritative style raised in linear best predicted students' attitude toward leisure reading.

Keywords: *Parenting style, authoritative, authoritarian, permissive, literacy, attitude, leisure time reading.*

INTRODUCTION

Reading is acknowledged not only as a language skill, but also as a means of educating and developing an individual and society. To develop reading skill and encourage it as a lifelong and leisure activity continue to be challenging for educators (Toni, 1996) and that students' attitude toward reading in the early ages will influence the kind of readers they will become (Harris, 2009).

Thus, there is voiced agreement among the educators that pleasure reading plays a role in the development process of becoming a successful reader. The research documented that there is strong relationship between the leisure reading students engaged and their reading success and achievement (Baker, & Wigfield, 1999; Taylor, Frye, & Maruya, 1990). There are a number of studies revealed the advantage of leisure time reading. Rane and Herth (1995) found that those who regularly read for pleasure such as reading books, magazines or newspaper scored lower on loneliness score. Students who read in their free time score higher achievement in vocabulary, reading comprehension, verbal fluency and content knowledge (Short, 1995).

As the researches earlier indicated the relationship between the leisure time reading and students' achievement, the studies also revealed that most children do very little reading for fun out-of-school (Pandian, 2000). According to Faezal and Ridzal (2008), accustoming the children to read is not an easy task for parents and teachers because the children and students behave and react differently with books. Some of them would show an interest in books in an early age while some others have no interest to read or even to open a book. The reading experience will be pleasurable for some and displeasing to others.

However, as children grew up in the family, parents would have an influence on the students' attitude toward reading. They encouraged the children to read by involving in their reading, modelling leisure reading, creating and providing reading materials at home and fostering good self concept as readers into the children self-esteem

(Fitzgerald, 1997; Mckool, 2007).

THEORETICAL BACKGROUND OF THE STUDY

While education stakeholders agree to close the gap of academic achievement between those who achieve and those who do not, the efforts that focus on school policies while ignoring students' family background, will fail (Rothstein, 2004). It is because parents or primary caregivers influence much in a child's early ages. (Thompson, et. al., 1988; Peechia, 2002).

Research revealed that parents' involvement brought positive results (Bricklin, 1991). Moreover, recent studies have suggested that parental involvement is a key to promote children's academic achievement (Fairbanks, 2003; Nail, 2001; Sy, 2002; Williams, 2003). These recent suggestions of the involvement importance appropriate to Bronfenbrenner's model which clarifies that students' achievement is influenced by surrounding influences such as parents, teachers and culture. According to Bandura (1995), human behaviour depends on reciprocal interaction through environment, beliefs and behaviour.

More recently, researches have identified that parenting behaviour associated with parenting styles are related to child outcomes (Baumrind, 1989; Jewell, Krohn, Scott, Carlton, & Meinz, 2008). In addition, the researchers relate the parenting practice of reading involvement and students' outcome (Lyytinen, Laakso, & Poikkeus, 1998).

While parents exhibit moderate control and demand, children were given opportunity to access the materials in which, they will then personally be interested and will be more likely to engage in voluntary reading. In general, research tends to hold authoritative parenting as the most desirable and effective form of parenting, it has been established that parents' reading involvement is positively associated with authoritative parenting (Holden & Miller, 1999). Even so, the beneficial effects of authoritative parenting style have consistently been demonstrated for western families, the beneficial effects would be different for Asian (Ang, R.P. & Goh, D.H., 2006).

Given the possibility of parenting styles, having different meaning for different cultural group, and grounded on the theory that parents' attitude toward reading will probably reflect on the children's attitude toward reading (Marrero, L.M. 2009), it is necessary to investigate the extent students' attitude toward leisure time reading are associated with parenting styles experienced among Indonesian families.

STATEMENT OF THE PROBLEM

Relationship between children and parents are consistently interconnected to determine students' schooling achievement (Wentzel, 2002). Furthermore, students' academic behaviours are related to supportive behaviour from parents (Steinberg, Lamborn, Darling, Mounts, Dornbusch, 1992). In addition to how parenting styles relate to the children's outcomes, it has been established that authoritative parenting is positively related to students' reading achievement. As reported by Guarian (2007), despite of students' difference in literacy ability, literacy experience and literacy preparation as the result of their relationship with the parents, parenting style that is authoritative contribute much benefit to enhance students' ability in literacy as preparation before entering the school.

However, there were contradictory findings in the literature on the effect of parenting styles on achievement and students outcome (Rivers, 2008). Also, due to the evidence that recent parenting styles have not been across the culture and ethnicity (Spera, 2005) and the generalizability among all racial and ethnic group of the impact of parenting on children outcome remains questionable. Then, there exists a need to further examine the influence of parenting styles on students' specific attitude through parents' daily interaction with them. In this, reading attitude is concerned because of remembering the note from Briggs (1987) "early experiences were seen as crucial in the development of reading attitude". Therefore, it is educationally meaningful and necessary to design a study to test the extension of relationship between parenting style and students' attitude toward leisure time reading.

In addition, this study also examined the extent the relationship between parenting styles and students' attitude toward leisure reading vary across gender as it has been suggested that parenting styles have different influence on boys and girls (Baumrind, 1978; Grolnick & Ryan, 1989; Maccoby & Martin, 1983).

RESEARCH QUESTIONS

The purpose of this study was to understand the relationship between parenting styles that help to sustain and

influence students' decisions to read out-of-school. The following six research questions guided this study:

1. What are the overall of students' attitudes toward leisure time reading?
2. Do students' attitudes toward leisure time reading differ by gender?
3. Do students' attitudes toward leisure time reading differ by class?
4. What are the overall of students' perception about their parents' parenting style?
5. What are the relationships between parenting styles and students' attitude toward leisure time reading?
6. Which type of parenting style individually and in linear combination best predict students' attitude toward leisure time reading?

SIGNIFICANCE OF THE STUDY

Parents are the most important factor in children's life and development. Researches prove that parents have great impact on children (Hart, Risley, 1995; Peetchia, 2002; Vacca, 2006; Williams, 2003). Thus, the significance of this study is to give the information to stakeholder about the potential predictors of higher achievement outcomes. The findings of the study as knowledge would be dedicated to the parents for them to realize the influence of parenting styles in shaping lifelong readers with a habitual love of reading. In addition, the study would benefit the teachers in helping them to understand leisure reading as an equal important function in life and encourage them to attempt in developing instructional strategies that will help motivate children to read widely and more frequently so that they can maintain reading as leisure activity choice. Parent-teacher coordination and collaboration can be built positively.

RESEARCH LIMITATIONS

This study is a correlation study of parenting styles and students' attitude toward leisure reading. However, this study is limited to children's reading ability at the elementary level. Since the children have different reading ability, some of them needed more time in completing the questionnaire and their understanding were limited. Only two grades level participated in this study, they were the fifth and sixth grade students. This was another limitation since children in first, second, third and fourth grades were not included. Thus, this study is limited in terms of generalizability due to the small of sample size. Other variables such as students' reading ability tests, economic background, and personality factors were not included. The above were omitted due to insufficient time and resources to develop suitable measuring instrument to measure all the relevant variables.

REVIEW OF LITERATURE

Parenting styles

Researchers have associated academic achievement with several social and cultural factors such as parental involvement, peer support, parenting styles and difference cultures among the group (Bronstein & Duncan, 1996; McBride-Chang & Chang, 1998; Lareau, 1887; Steinberg, Lamborn, Dornbusch & Darling, 1992; Wintre & Yaffe, 2000). Developmental psychologists are interested in how parents influence the children's development. While, parenting itself has been widely identified in studies since the 1970s (Sommer, K.L., 2007). Parenting styles have been defined as a complex activity that includes specific parents' behaviour that work individually or together to influence child outcomes through interaction between them across situation (Mize & Pettit, 1997; Ra, 2009).

Based on Baumrind's work (1991) several typologies of parenting styles have been identified. The idea of parenting styles was addressed in her original study where she conducted a research in Berkeley and Oakland, California. The participants were elementary Caucasian from middle-class and from well educated families. She developed and analyzed parenting styles and characteristics in order to promote children and adults' competency. In her findings, she distinguished three distinct of parenting styles: authoritative, authoritarian, and permissive.

Several studies have determined a positive relationship between authoritative parenting styles and students' achievement (Baumrind, 1978; Steinberg et al. 1994). It is because the authoritative parents tend to display balance in both high control and high responsiveness and show warmth to their children when they set demands and expectations. Baumrind (1978) explained that authoritative parents openly discuss through communication.

Similar to authoritative parenting, authoritarian parents have high demand for their children but do not value warmth and responsiveness (Baumrind, 1968; Gadeyne, Hesquire & Onghena, 2004; Ra, 2009; Sommer, 2007) in contrary they value obedience and hostile control (Livas, 2001). In Colpan's et al. (2002) study on the relationship

between parenting styles and parental beliefs, the result defined that the children came from authoritarian parents tend to have low self esteem and lack of spontaneity.

A third parenting style discusses by Baumrind (1978) is the permissive parenting style. She found that permissive parents do not value punishment, which is associated with low responsibility and disregard to the children. Whereas, children from permissive parents do not learn how to self-regulate their own behaviors since their parents do not guide them. Moreover, the children seem to lack of self-reliance and self-control (Ra, 2009).

The style of authoritative, authoritarian, and permissive parenting differ in several necessary features: (a) support for the kids aimed to show the emotional connection with them, (b) behavior control aimed to foster children's mature behavior, and (c) autonomy aimed to promote child's self-reliance (Hart, Newel, & Olsen, 2003). These three parenting styles have shown different impact on the children. With reference to Baumrind's theoretical framework (1971), the authoritative parenting is more likely associated with positive outcomes, whereas authoritarian is more likely to lead to negative outcomes.

Other studies revealed the positive influence of authoritative parents: the authoritative parenting style was linked to well adjusted children (Chen et al., 1997; Mattanah, 2005), children from authoritative parents tended to become competent in problem solving skills (Hubbs, Culp, Culp, & Miller, 2002), had a greater ability to regulate emotions, high social skills (Isley, O'Neil, & Parke, 1996), they were also reported to be more friendly, cooperative with peer, more adaptive achievement strategies and more successful in accomplishing their goal (Aunola, Stattin, & Nurmi, 2000; Baumrind, 1971).

On the contrary, several studies discussed the negative outcome of authoritarian and permissive parenting, such as positive correlation between authoritarian parenting and adolescent delinquency (Fergusson, Harwood, & Lynsky, 1994), drug use and delinquency (Jackson, Henricksen, & Dickenson, 1997), negative adolescent identity (Peterson, 1993). As authoritative parenting positively related to self-esteem, the study found negatively related between self-esteem and authoritarian parenting (Buri, Louiselle, Misakanis, & Meller, 1988).

Despite of assuming that authoritative parenting might foster children's positive outcomes, the recent studies suggested that related variable such as race, ethnicity and socio-economic status should be controlled in examining the relationship results.

Attitude toward leisure time reading and parents' influence

Most of the studies believed that children were not born with positive or negative attitudes, but as they grew, matured and interacted with people and things around their environment, these attitudes grappled in their life (Fitzgerald, 1997). In term of attitudes toward reading, it represented the inclination or decision to respond either positively or negatively toward the act of reading (Galipault, 2008).

It is a necessity for educators to understand the role of attitude in developing lifelong readers for two principal reasons. First, attitude may contribute to the level of ability through engagement and practice. Second, the poor attitude will lead even to fluent reader to choose not to read while the other available enjoyable activities compete in the same time (McKenna, Kear, & Ellsworth, 1995).

The researches continue to indicate the importance of parents' engagement in developing a child's ability to read as it being a responsibility on the shoulders of the classroom teacher (Comer, 2005; Cowen, 2001; York, 2006). Parents at home are first teachers for the children. However, to ensure that children become successful readers it would be necessary for teachers and parents to work together and to form a partnership (Peechia, 2002). The environment the parents created at home and the parenting they practiced directly impacts the child's overall cognitive functioning (Sommer, 2007) including students' attitude toward pleasure reading.

Method

Research Design

The present quantitative study is based on descriptive and correlation design using a dependent and independent variable. The dependent variable (Y) is the students' attitude toward leisure time reading as measured by Elementary Reading Attitude Scales (ERAS) (Mc.Kenna, & Kear, 1990). While, the independent variable (X) is the parents' parenting styles perceived by students which is measured using Parental Authority Questionnaire (PAQ) pertaining to mothers.

This study described the variety of parenting styles that were practiced among the parents and their correlation to the students' attitude toward leisure time reading. This study investigated the association between parenting styles and students' attitude, varies across gender and class. Finally, the study also investigated the type of parenting styles which was best predicting students' attitude toward leisure reading.

Sample

The participants of this study were elementary schools students from a public school in Banten Serang Indonesia. 147 (65 males and 82 females) of participants were selected for voluntary and anonymous sample during five weeks from December 2010 to January 2011. Subjects were both male and female who were sitting at five (N = 80) and six class (N = 67).

Consent and Procedure

The observation took place in the school. The researchers developed an itinerary for elementary school visits based on preliminary correspondence with the school official as a means of establishing negotiation of entry and gaining formal permission before any data collection was conducted. As well, informed consent was obtained from all potential subjects including their parents. Informed consent form was sent home through each student to obtain permission from the parents before data collection. However, before any data was collected, the purpose of the study and its procedures were thoroughly explained to the students, parents and school staffs.

Out of 150 consent forms that were sent home, only 147 were signed and returned. Once the consent forms obtained, 147 of students were asked to respond to a 30-item The Parental Authority Questionnaire developed by Buri (1991). The likert-type survey took 45 minutes. In addition, a questionnaire of Elementary Reading Attitude Survey from McKenna and Kear (1995) was also responded by the students within their last 15 minutes. The survey investigated the students' perception of their own parents' parenting style and their attitude toward leisure reading. The questionnaire was administered to all students during their regular class period after getting approval from the class teacher at that time. The teachers read the instruction and individual items aloud in order to mediate any reading difficulties and reading comprehension of the students.

Instruments

The Parental Authority Questionnaire (PAQ) (Buri, 1991) was adopted and validated to measure parenting styles of students' parents. This instrument measured three styles of parenting (i.e. authoritative, authoritarian and permissive) and consisted of 30 five-point likert 10 items for each style of parenting. The likert scale range from 1 (strongly disagree), 2 (disagree), 3 (Undecided), 4 (agree), and 5 (strong agree).

The data about the reliability of the PAQ was collected using internal consistency. Cronbach alpha coefficient for each of the three parenting styles ranges from .77 to .81 which was in detail: .78 for permissive, .79 for authoritative, and .81 for authoritarian, and it was calculated to be .79 for the entire scale. The scale correlation coefficients ranged between .37 and .49 on permissive, between .36 and .57 on authoritative, between .36 and .62 on authoritarian. It is generally agreed that correlations in the range of .35 to .65 were useful and statistically significant beyond the 1% level, whereas correlations less than .25 were not useful and statistically non significant (Brown,1983). Thus, the results showed that the alpha coefficients for all subscales were significantly high, suggesting that the internal reliability index of the six subscales and the entire scale were adequate.

Furthermore, a questionnaire of Elementary Reading Attitude Survey (ERAS) from McKenna and Kear was adapted to measure students' attitude toward reading. This survey was chosen for its simplicity and the ability to be answered in a matter of minutes (McKenna, & Kear, 1990). Actually, the full questionnaire of ERAS consists 20 questions present a brief, simply worded statement about reading which was divided into first half of the survey relates to attitude toward recreational reading, and the second half relates to attitude toward academic aspects of reading. Since the present study aimed at measuring attitude toward leisure time reading, only the first half of 10 items of recreational reading were selected. While the reliability of 10 items of recreational attitude as reported was .83 of Cronbac's alpha. Participants responded to the ERAS using a four-point scale of very unhappy (1), unhappy (2), happy (3), very happy (4),

RESULTS

Results related to answer question one: What are the overall of students' attitudes toward leisure time reading?

To explain the overall of students' attitudes toward leisure time reading, mean and standard deviation were extracted. Furthermore to determine which items accounted for students' positive attitudes, an item analysis of responses to the survey was conducted by collapsing the two measures of Very Happy and Happy, and Very Unhappy and Unhappy, it was possible to determine which of the 10 items received the most and least positive responses. Considering happy with positive statements as indicators of positive attitudes, it was apparent that the range of percentages under happy category was 81-97.2%, as compared to 2.8-19% under unhappy category. Table 1 shows the means, standard deviations, and percentage for each item of ERAS (Elementary Reading Attitude Survey) scale.

Table 1 Descriptive Statistic for 10 Items of the ERAS

Variable	Mean	Standard deviation	Percentage of very happy and happy	Percentage of very unhappy and unhappy
How do you feel about starting a new book?	3.53	.60	97.2%	2.8%
How do you feel about going to a bookstore?	3.39	.74	96%	4%
How do you feel about reading different kinds of books?	3.39	.74	93.2%	6.8%
How do you feel about getting a book for a present?	3.53	.73	92.5%	7.5%
How do you feel about reading for fun at home?	3.31	.76	91.2%	8.8%
How do you feel when you read a book on a rainy Sunday?	3.24	.71	91.1%	9.9%
How do you feel about reading during school vacation?	3.20	.79	89.8%	10.2%
How do you feel when you read a book in school during free time?	3.12	.76	83%	17%
How do you feel about reading during school vacation?	3.20	.79	82.3%	17.7%
How do you feel about reading instead of playing?	2.99	.79	81%	19%

The analyses of the overall scores on the survey indicated that students' overall responses to the survey were positive. This led us to the first finding that positive attitude toward leisure time reading was linked to items that represented positive association with Indonesian elementary school students in particular.

Results related to answer question two: Do students' attitudes toward leisure time reading differ by gender?

Data for the second research question were analyzed to determine whether there was a significant gender difference in respondents' attitudes toward leisure reading. Results of the analyses are presented in Table 2.

Table 2 The Difference in Reading Attitude Based on Gender

Gender	Number	Mean	Std. Deviation	t-Value	p-Value
Male	65	32.55	4.04	-1.16	.25
Female	82	33.29	3.65		

Table 2 shows that there was no significant difference between males and females' attitudes toward leisure reading ($t(1,145) = -1.16, p > 0.05$). Thus, the second finding of the study was that the attitudes toward leisure time reading were not differentiated by gender.

Results related to answer question three: Do students' attitudes toward leisure time reading differ by class?

To explore whether the students' attitudes toward leisure reading differ by class, t-test was used. Table 3 shows summary of t-test results.

Table 3 The Difference in Reading Attitude Based on Class

Class	Number	Mean	Std. Deviation	t-Value	p-Value
Five	80	32.79	3.32	-.62	.54
Six	67	33.18	4.38		

Table 3 indicates that there was no significant difference between class five students and class six students in their attitude toward leisure reading ($t(1,145) = -.62, p > 0.05$). As, such students in both classes had similar attitudes toward leisure reading.

Results related to answer question four: What are the overall of students' perception about their parents' parenting style?

To find out the overall of students' perception about parental styles (e.g. authoritative, authoritarian, and permissive), the means and standard deviations for each style was extracted. Table 4 shows the minimum values, maximum values, means and standard deviations for each parenting style.

Table 4 Description of Parents' Parenting Styles

Parenting Styles	Minimum	Maximum	Mean	Std. Deviation
Authoritative	2.3	4.2	3.3	.42
Authoritarian	1.6	3.5	2.3	.48
Permissive	2.1	4.2	3.2	.39

Table 4 shows that the highest parenting style perceived by students was for authoritative (Mean = 3.3, S.D= 4.2), whereas the lowest perception was for authoritarian (Mean = 2.3, S.D= 48). According to Birisci, Metin, and karakas (2009), ranges of agreement with the attributions on the survey was determined by using the $(n-1)/n$ formula and after calculation the interval width of the range between 1 through 5 was calculated as 0.8. As such, the interval width of 1-1.80 showed very low level, the 1.81-2.60 interval showed low level, the 2.61-3.40 interval showed medium level, the 3.41-4.20 interval showed high level and the 4.21-5.00 interval showed very high level participants had medium level of agreement with the items that described authoritative and permissive parenting styles. The mean scores for the authoritarian ($M=2.3$) indicates that students had low level of agreement with the questionnaire items that exemplified authoritarian.

Results related to answer question five: What are the relationships between parenting styles and students' attitude toward leisure time reading?

To decide whether there is a significant relationship between parenting styles and students' attitude toward leisure time reading. *Pearson Coefficient of Correlation* was extracted and the significance of the relation has been tested. The correlations were based on the scores of 147 students, along with a comparison within the total score of three perceived parenting styles and their attitudes' toward reading score. The results of analyses are presented in Table 5.

Table 5 Correlation between Parenting Styles and Attitude toward Leisure Reading

		Parenting Styles	Reading	Attitude
Male	Parenting Styles	1.00	.16	
	Reading Attitude	.16	1.00	
	Sig. (2-tailed)			.16
Female	Parenting Styles	1.00	.26	
	Reading Attitude	.26	1.00	
	Sig. (2-tailed)			.04
Total	Parenting Styles	1.00	.20	
	Reading Attitude	.20	1.00	
	Sig. (2-tailed)			.02

Table 5 indicates that there was a significant positive relation between parenting styles and students’ attitude toward leisure time reading ($r(147) = .20, p < 0.05$). The results also indicated that there was a significant relationship between girls’ attitude toward leisure reading and their perceived parenting styles ($r(82) = .26, p < 0.05$). In contrast, the data failed to show a statistically significant relationship between boys’ leisure reading attitude and their perception as their parents had the parenting styles ($r(65) = .16, p > 0.05$).

Results related to answer question six: Which type of parenting style individually and in linear combination best predict students’ attitude toward leisure time reading?

Before conducting multiple regression analysis, there were some assumptions that had been checked, they included lack of multicollinearity, normality, linearity, homoscedasticity, influential points and outliers, and independence of participants’ scores (Stevens, 1990).

Multicollinearity is important assumption of multiple regressions.

Multicollinearity assumption was verified by examining the simple correlations between the selected independent variables and the dependent variable, and by examining the variance inflation factors (VIF) for the independent variables (Steven, 1990).

There was a significant positive relationship between authoritative parent and students’ attitude toward leisure reading ($r=.24, p<.01$). Also, there was a significant positive relationship between permissive parenting and students’ leisure reading attitude ($r= .17, p<.05$). Whereas, there was no significant relationship between authoritarian parenting and students’ attitude toward leisure reading ($r=.01, p>0.05$). Table 6 shows that there was no major violation of the lack of mulcollinearity assumption, where values of VIF were all less than ten (Steven, 1990).

Table 6 Collinearity Statistic

(Collinearity Statistic)		
	Tolerance	VIF
Authoritative	.89	1.13
Authoritarian	.80	1.26
Permissive	.81	1.23

A multiple regression analysis was conducted to identify the best predictors of dependent variable and to show the proportion of variance in the dependent variable (students' attitude toward leisure time reading) explained by the selected independent variables (authoritative, authoritarian, and permissive). The summary of the multiple regression results are presented in Table 7 and 8.

The result indicated that 4% of the variance in students' attitude toward leisure time reading was explained by the independent variables included in this study. The test statistic was significant at the level 0.05 of significance ($F(3,143) = 4.22; p=.007$).

Table 7 Standard Regression Model Summary

Model	R	R ²	Adjusted R ²	Std. Error
1.00	.20	.04	.04	.37

Table 8 ANOVA: Regression Significance

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	174.35	3	58.12	4.22	.01
Residual	1968.48	143	13.77		
Total	2142.83	146			

The standardized regression coefficients (Beta), gave an indication of the contribution of each independent variable in predicting the dependent variable (Aron, Aron, & Coups, 2005). Table 9 shows the significance for p value for each independent variable represented a measure of the significance of this variable in predicting the independent variable.

For the first independent variable (authoritative style), the test was statistically significant ($t = 2.74, Beta = .23; p = .007$). This suggested the authoritative style was significant predictor of students' attitude toward leisure time reading.

For the second independent variable (authoritarian style), the test was not statistically significant ($t = -1.27, Beta = -.11; p = .21$). This suggested authoritarian was not significant predictor of students' attitude toward leisure time reading.

For the third independent variable (permissive style), the test was not statistically significant ($t = 1.77, Beta = .16; p = .08$). This suggested permissive style was not significant predictor of students' attitude toward leisure time reading. The permissive variable had a significant positive relationship with the dependent variable (students' leisure reading attitude), but this relationship was not significant when it examined in context of other independent variables.

Table 9 Regression Coefficients of Standard Regression Model

Model	Unstandardized Coefficients		Standardized Coefficient	t- value	Sig
	B	Std. Error	Beta		
Authoritative	.23	.09	.23	2.74	.01
Authoritarian	-.11	.89	-.11	-1.27	.21
Permissive	.15	.08	.16	1.77	.08

To determine the best predictors among the independent variables in predicting the dependent variables, standardized regression coefficients (Beta), partial correlation coefficients, and part correlation coefficients were used. Authoritative style has the greatest value of Beta, partial correlation coefficient, and part correlation coefficient. Authoritative variable was the best predictor of dependent variable that had the most significant effect in predicting of students attitudes toward reading, whereas Authoritarian style had the lowest value of Beta, partial correlation coefficient, and part correlation coefficient.

DISCUSSION

There is an almost universal agreement among the educators that pleasure reading played a role in the development of process of becoming a successful reader. While, parents' involvement brought positive result (Bricklin, 1991), this study was conducted to determine the effect of active parent involvement in terms of relationship between parenting style and students' attitude toward leisure time reading. The primary theory applied in this study was the parenting style framework conceptualized by Diana Baumrind (1971). Furthermore, this study examined the extent to which the style of three perceived parenting styles in individually best predict their attitude on reading as pleasurable choice activity.

The first objective of this study investigated the overall of students' attitude toward leisure time reading. This objective was answered through the finding that five and sixth grade students who participated in this present study held more positive attitude toward reading than negative one. These children who had positive attitude toward leisure reading reflected in their response of feeling very happy and happy about 97.2% starting a new book, 96% going to a bookstore, 93.2% reading different kinds of books, 91.2% reading for fun at home, 91.1% reading a book on a rainy Sunday, 92.5% getting a book for a present, 89.8% reading during school vacation, 83% reading a book in school during free time, 82.3% and 81 % reading instead of playing. The data explained that students' happiness feelings were taken as indicator of positive attitude toward leisure reading.

Support for the positive attitude could be found in two of the studies that used the ERAS instrument. The study conducted by Martinez et al. (2008) and Kush et al. (2005), in their studies of attitude toward reading, they reported that the majority of the elementary school students in their studies had a positive attitude toward reading, regardless of ethnic group or the presence of interventions. The researchers examined the attitude toward both academic and recreational reading, a little different to the present study, which is only focused to attitude toward leisure reading.

However, this present and previous studies differed from a national survey conducted by McKenna et al. (October to December 1995), which also used the ERAS to investigate the attitude toward reading among 18,185 U.S. children in grade 1 through 6. The survey reported that a negative trend in children's attitude toward recreational as they pass through the elementary grades, refer back this present study involved the fifth and the sixth grade students. In contrast, the study of Mitchell and Ley (1996) reported there was no evidence of a decline in positive attitude toward reading in higher grades, this study revealed that six and twelve graders similarly have positive attitude toward reading.

Regarding second objective of present study was that to examine whether a gender difference exists between boys and girls in their attitude toward leisure time reading. The finding of this study showed that boys and girls generally had similar attitudes toward reading. The mean score for the total group was 32.92, whereas 32.55 for boys and 33.29 for girls. There was no statistically significant difference in the overall scores of males and females on the inventory. The majority of both males and females responded positively in a similar manner to Elementary Reading Attitude Survey (ERAS) instruments.

Regarding gender difference in reading attitude and similarly using the same reading attitude instrument as in the current study (i.e. ERAS), Heng, & Pereira (2008) evaluated reading in a sample of 173 students in Singapore, they also reported no statistical difference between boys and the girls. This finding that male and female responded in similar ways was also supported by studies of Harris (2009) and Bryan et al. (2006), in their studies reported that the attitude of males and females were strongly positive and they responded in a similar manner for various statements about their attitude toward reading.

The results counter to a few studies such as Wigfield and Guthrie (1997), they found that girls continued to hold such as that positive attitude than boys. Similarly, McKenna et al. (1995, p. 948) reported girls possessed statistically significantly more positive attitude toward recreational reading at all grade levels than the boys. Smith and Wilhelm (2002) reported that males' attitude were less than that of females. Galipault (2008) suggested that girls find reading more important than boys. This study also concluded that males had less positive attitude than females,

contrary to the present study in which held nearly the same attitude toward reading as females.

The third objective of present study examined whether a class difference exists between boys and girls in their attitude toward leisure time reading. Examinations of reading attitude focused on the difference across grade. The present study revealed that there was no significant difference in attitude toward leisure time reading between five and six class students.

This result is consistent with findings in the study conducted by Duggins (1989). It was indicated that there was no evidence of decline in positive attitude of sixth and seventh class students. Study conducted by Strommen and Mates (2004) among sixth and ninth grade students, the findings of the study indicated that students in grade six and nine are reported have positive attitude toward reading. The researchers noted that both six and nine grade students enjoyed various activities related to reading and displayed a positive attitude toward reading. In summary, these studies proved that there was no evidence of a decline in positive attitude in higher class graders.

Inconsistently to other studies of elementary school students' reading attitude, Mc Kenna et al. (1995) reported that younger students had more positive attitude than older students and that attitude toward reading decline each year as students moved through the elementary years. Furthermore, the other studies of Martinez et al. (2008) affirmed that children's recreational reading attitude was associated with their actual reading ability.

Notwithstanding the reading attitude associate with reading ability, Along & Neuman (1988) and Mckenna et. al., (1995) proposed that for those whose have poor or negative attitude toward reading even for good readers, tend to read less and frequently results in students' decision to engage in activities other than reading when given a choice of a menu of activities. Thus, fostering positive attitude may be a meaningful enterprise for educators, including parents who are intent on growing the habits of lifelong reading.

The fourth objective of the present study determined the parenting styles (i.e. authoritarian, authoritative and permissive) that may most be practiced among the parents of students. The result shows that the authoritative style was the most highly practiced by the parents according to the students' perception on their parents preferred type of parenting, outcomes of the present research reported that the authoritative had the highest mean 3.3, it was followed by the permissive style with the mean 3.2, and authoritarian style with mean score of 2.3.

The finding of the present study is in line with the finding of Yahaya and Nordin (no year). They identified the most practiced parenting styles amongst the parents of 216 fourth formers in Johor Bahru, Malaysia and found that the most dominant parenting styles was authoritative style with 50.9% of the parents of their respondents practice this style, then followed by 26.9% for the permissive styles, 13.9% for the authoritarian, and last 8.3% for the careless style.

Yet, this present study contradicted several studies that investigated the types of parenting styles in Asia, which reported that the majority of Asian students come from authoritarian home (e.g. Dornbusch et al, 1987; Chao, 1994; Juan & Larry, 2004, Lamm & Keller, 2007). These researchers found that the authoritarian parenting was positively related to children's performance in school.

However, while there were some controversy surrounding the dominant parenting style of Asian parents, Ang and Goh (2006) reported that students who perceived their parents as having authoritarian parenting style were not a homogenous group, the results from the present study provided additional framework of parenting styles as often conflicted in Asian context. Thus, Asian students might come from both authoritarian and authoritative homes.

Next, the fifth objective of this study examined if a relationship exists between parenting styles and students attitude toward leisure reading. The finding of the study indicated that there was identifiable relationship between students' attitude toward leisure reading and their parents' parenting style. The result revealed that the relations between the whole parenting style and leisure reading attitude was significant. The r value obtained is .20, significant at level 0.05.

There may be no previous research findings related to a significance relationship between parenting style and children's leisure reading attitude, but more on positive reading attitudes responded by participants. This study revealed that the difference is in the way the parents interact with their children, as being said before, parenting styles which were practiced by parents definitely will have effects on children' level of attitude. This finding was consistent to the findings of several studies which found that parents could have a positive influence on reading and a positive effect on students' attitude (Hart, Risley, 1995; Peechia, 2002; Vacca, 2006; Williams, 2003).

Based on previous findings which indicated positive reading attitude of students toward leisure reading and its

correlation with the perceived parenting style, the finding of current study could be concluded as consistent to studies of Teller, et al (2005) and Fakaye (2008) where both researchers revealed significance relationship between parenting styles and the students' achievement in reading.

The finding of this study on significance relationship between parenting styles and leisure reading attitude correlated the finding of the previous study conducted by DeHass et al. (2005), where the researchers reported that parent involvement related to students' outcomes and the findings of Yahya and Nordin (no year), reported that parenting styles were positively related to the students' self-concept. Then, while these findings tallied with the theory of Mckenna et al. (1994) which stated that an individual's attitude toward reading develop as the result of three primary inter-related factors;(a) the belief of the outcomes of reading; (b) expectation of others such as parents, teachers and peers; and (c) feeling that an individual experiences while reading. In summary, the finding of study emphasized the relationship between parenting styles and the outcomes of students' as the result of child-parents' involvement.

Furthermore, the findings revealed there was an evidence of significance correlation between perceived parenting styles and the attitude toward leisure reading by gender, as stated in the findings where the girls' result showed ($r(82) = .26, p < .05$).

This study corroborated the previous studies which suggested that parenting styles have different effects on boys and girls (e.g. Baumrind, 1989; Grolnick and Ryan, 1989; Mccoby and Martin, 1983). Results of the present study which indicated that mothers perceived parenting styles was significantly correlated to the girls, was in line with the study of Alseheik et al. (No year) who studied over 162 children in United Arab Emirates (UAE) public school. The study reported that students' gender was significantly correlated to the mother's parenting styles. Mothers' responsiveness was significantly with the girls as compared to boys ($r = .39$). Some studies reported that boys are more negatively or positively affected by parenting styles (Concrade et al., 2001; lee, et. al., 2006).

The last objective of present study investigated which one type of parenting style individually and in linear combination best predict students' attitude toward leisure reading. The study proved that authoritative style raised in linear best predicted students' attitude toward leisure reading. Refer to the finding that revealed positive reading attitude among respondents of the present study and in connection to the last finding which indicated that authoritative parents were the best to predict students' attitude. Also, the finding of the study was consistent to the previous studies that substantiated the positive impact of authoritative parenting on various child's outcomes and functioning, such as academic performance (Dornbusch, et. al., 1987), achievement (Steinberg, et al., 1992), self esteem (Robin & Foster, 1989), emotional maturity (Lamborn, et.al., 1991).

Also, the finding of this study revealed that there was a significant relationship between parenting and gender, that was girls. The last finding proved that authoritative was the best in linear combination to predict students' attitude toward leisure reading, the finding was in line with the studies of Aunola, et. al. (2000), Macoby & Martin (1983) and Grolnick & Ryan (1989) whereby their studies have shown that girls were over represented in authoritative.

The authoritative parents were characterized by high warmth and high demandingness, which means that they were controlling but not restrictive and the child-centeredness typical of them included high involvement, such as interest and active participation in the child's life (Alseikh, no year; Paulson, 1994), Durkin (1995) cites three reasons why authoritative parenting might be correlated to child's outcomes. He suggested (1) the authoritative parents provide a high level of emotional security; (2) authoritative parents provide the explanation reason for the children's action; (3) the authoritative parents communicate two direction with the children.

In relation to the factor that encouraged the children to read, McKool (2000) reported that when the children were given the opportunity to read that they were personally interested, they would be more likely to involve in voluntary reading. Over time they would experience the joyful of reading, but as they grew older and more leisure options were open to them the options to read would be weighed against available alternative activities, each of which is associated with an attitude (McKenna, 1994).

However, Fitzgerald (1997) reported on the six participants whom were characterized as avid leisure readers, experienced a supportive home literacy such as the availability of reading materials, adults who read to children, and reading was encouraged through activities for instance visiting the library and books store. So parents are required to positively involve in their children's reading interest, encourage their positive attitude toward reading and foster a life-long love of reading in children.

IMPLACATIONS

Through the analysis of the data, several implications for parents, teachers and other educators can be drawn. The study gave information that perhaps parents are more likely to partake in readiness activities as intervention targeting children's positive reading attitude. At the same time teachers may want to remain supportive on the importance parents' relationship in developing and enhancing children's positive outcomes. Furthermore, teachers may provide parents with developmentally appropriate and enjoyable activities that can help support children's reading achievement. York (2006) stated when the parents are intentionally invited to participate in their kids' learning, reading achievement and reading engagement can be positively influenced.

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