

The Study of the Relationship among Reading Trend, Reading Motivatipon, Reading Attitude, and Self-directed Learning

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Abstract. The purpose of this study is to verify the relationship among reading trend, reading motivation, reading attitude and self-directed learning of elementary school students. This survey was conducted from 351 students who were in fifth and sixth grades in one elementary school in Korea. Those instruments for measurement were reading trend test, reading motivation test, elementary reading attitude survey, and self-directed learning test. Correlation analysis method has been used to verify the relationship among the students' reading trend, reading motivation and reading attitude, and self-directed learning. The results of this study are the followings: First, the reading trend of elementary school students showed meaningful correlation relationships to self-directed learning. Second, reading motivation was revealed as meaningful correlation relationships to self-directed learning. Third, reading attitude showed meaningful correlation relationships to self-directed learning. The result of the study will be the beginning of a more in-depth discussion on the relationships among the students' reading trend, reading motivation, reading attitude, and self-directed learning since it suggests the need for a new strategy in affective and environmental domain of reading.

Keywords: reading trend, reading motivation, reading attitude, self-directed learning

1 Introduction

The advent of rapid development of information and communication technology has resulted in dramatic paradigm shift of education. It is very important for the learners to acquire their knowledge by themselves through choosing reading materials and

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summarizing information. [1] Schools have been trying to educate the learners who have initiative for learning. Self-directed learning is one of the most essential elements for a person to become talented in this knowledge-based society and reading influences this type of learning method. Reading activities are related to learner's self directed learning. [2] To raise student's self-directed learning abilities, various programs are needed. Reading is one of the methods to increase student's self-directed learning abilities. To keep reading motivation has to be concerned about learner's affective domain such as reading interests and reading attitudes, etc. However, reading activities have been emphasized on fragmentary cognitive domain. Learners need reading environment to experience reading interests to enjoy reading themselves. Reading trend is an important means to build up their lives and cultures, and it can also get changed by life and cultural traits. [3] Reading interest, reading experience, and reading environment will be related to learner's spontaneous reading activities. So reading trend is related to learner's self directed learning. Furthermore, reading motivation influences reading activities because reading needs concentration, effort, and the process of choosing materials. The level of reading motivation is related to learning activities such as superficial learning and introspective learning. [4] Especially young learners don't have spontaneous motivation related to reading. Therefore, to increase reading interest of to read various books, it is necessary for learners to have spontaneous reading motivation. [5] In addition, reading attitude is an important variable in self-directed learning of elementary school students. Reading attitude in elementary schools is getting lower and lower as learners become older and older. [6] Reading attitude is higher when students enjoy reading than they read just academically. [7] The result showed that enjoying reading influences reading attitude positively. The object of this study is to examine the relationship among the affective nature of reading, reading environment, and reading experiences. Accordingly, the mutual influence of reading trend, reading motivation, and reading attitudes of elementary school students on self-directed learning has been verified.

2. Methodology

351 elementary school students in Daejeon city in Korea, who were fifth and sixth graders, participated in this survey. Since fifth and sixth graders were able to express their reading trend, reading motivation, and reading attitude, they were selected for this survey. Each measurement tool for this study was confirmed questionnaires in its reliability through a pilot study. The items consisted of 5 Likert scales. And the instruments for measurement were reading trend test[3], reading motivation test[4], elementary reading attitude survey[8], and self-directed learning test. [9] Data were analyzed with SPSS Windows 20.0. The correlation analysis has been used to verify the relationship among the students' reading trend, reading motivation, reading attitude, and self-directed learning.

3. Research results

3.1. Correlation between reading trend and self-directed learning

The Table 1 below shows the mean, standard deviation, and correlation analysis result of reading trend and self-directed learning. The correlation among variables showed statistically significant positive relationships.

Table 1. Correlation among Variables and Descriptive Statistics

Measurement Variables	1	2	3	4	5	6	7
1. Reading interesting	-						
2. Reading experience	.69 **	-					
3. Reading environment	.46 **	.60 **	-				
4. Openness of learning chance	.59 **	.62 **	.49* *	-			
5. Attachment for Learning	.62 **	.67 **	.54* *	.74* *	-		
6. Skill of solving problem	.54 **	.63 **	.48* *	.68* *	.77* *	-	
7. Initiative for learning	.60 **	.68 **	.53* *	.75* *	.87* *	.81* *	-
M	3.57	3.06	3.12	3.41	3.40	3.22	3.25
SD	.74	.69	.71	.69	.79	.59	.80

** p<.01

3.2. Correlation between reading motivation and self-directed learning

The Table 2 below shows the mean, standard deviation, and correlation analysis result of reading motivation and self-directed learning. The correlation among variables showed statistically significant positive relationships.

Table 2. Correlation among Variables and Descriptive Statistics

Measurement Variables	1	2	3	4	5	6	7	8	9	10	11
1. Self-efficacy	-										
2. Challenge	.54**	-									
3. Curiosity	.59**	.75**	-								
4. Interaction	.46**	.51**	.61**	-							
5. Acknowledgment	.56**	.63**	.70**	.69**	-						
6. Competition	.48**	.59**	.61**	.61**	.67**	-					
7. Importance	.41**	.49**	.57**	.55**	.62**	.64**	-				
8. Openness of learning chance	.43**	.61**	.66**	.52**	.54**	.59**	.51**	-			
9. Attachment for Learning	.49**	.58**	.70**	.57**	.64**	.61**	.59**	.74**	-		
10. Skill of solving problem	.41**	.50**	.66**	.50**	.56**	.55**	.84**	.68**	.77**	-	
11. Initiative for learning	.49**	.57**	.70**	.55**	.62**	.60**	.56**	.75**	.87**	.81**	-
M	3.63	3.45	3.33	2.59	3.06	3.19	3.32	3.41	3.40	3.22	3.33
SD	.94	1.01	.90	.97	1.00	1.01	1.11	.69	.79	.59	.80

**p<.01

3.3. Correlation between reading attitude and self-directed learning

The Table 3 below shows the mean, standard deviation, and correlation analysis result of reading attitude and self-directed learning. The correlation among variables showed statistically significant positive relationships.

Table 3. Correlation among Variables and Descriptive Statistics

Measurement Variables	1	2	3	4	5	6
1. Recreational reading	-					
2. Academic reading	.73 **	-				
3. Openness of learning chance	.54 **	.57 **	-			
4. Attachment for Learning	.60 **	.58 **	.74* *	-		
5. Skill of solving problem	.48 **	.51 **	.68* *	.77**	-	
6. Initiative for learning	.55 **	.56 **	.75* *	.87**	.81* *	-
M	3.56	3.43	3.41	3.40	3.22	3.25
SD	.91	.89	.69	.79	.59	.80

** p<.01

4. Conclusion

The results of this study are the followings:

First, the reading trend of elementary school students showed a meaningful relationship to self-directed learning. In detail, reading interesting, reading experience, and reading environment showed a significant correlation to openness of learning chance, attachment for learning, skill of solving problem, and initiative for learning.

Second, the reading motivation showed a meaningful relationship to self-directed learning. In detail, self- efficacy, challenge, curiosity, interaction, acknowledgment, competition, and importance showed a significant correlation to openness of learning chance, attachment for learning, skill of solving problem, and initiative for learning.

Third, the reading attitude of elementary school students showed a meaningful relationship to self-directed learning. In detail, recreation reading and academic reading showed a significant correlation to openness of learning chance, attachment for learning, skill of solving problem, and initiative for learning.

Therefore, the results of this study give some implications. The result of the study will be the beginning of a more in-depth discussion on the relationships among the students' reading trend, reading motivation and reading attitude, and self-directed learning because it suggests the need for a new strategy in affective and environmental domain of reading. In addition, tailored reading program has to be developed for the

effective reading activities of elementary school students. Various factors related to reading activities need to be explored to increase self-directed learning of the students.

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