



READING HABIT OF SECONDARY SCHOOL STUDENTS:
A CASE STUDY OF SAINT DOMINIC SCHOOL

NATTAWADEE SAETANG

An Independent Study Submitted in Partial Fulfillment of the
Requirements for the Degree of
MASTER OF EDUCATION

in Education Administration
Graduate School of Education
ASSUMPTION UNIVERSITY OF THAILAND

2010

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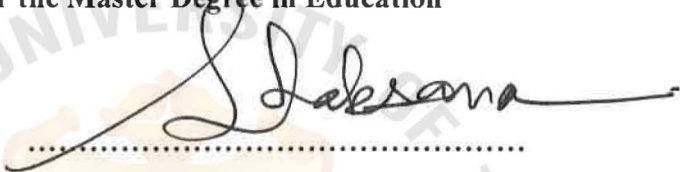
A CASE STUDY OF SAINT DOMINIC SCHOOL

By: MS. NATTAWADEE SAETANG

Field of Study: EDUCATIONAL ADMINISTRATION

Independent Study Advisor: DR.SANGOB LAKSANA

Accepted by the Graduate School of Education, Assumption University in Partial
Fulfillment of the Requirements for the Master Degree in Education



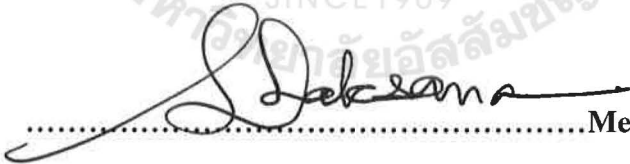
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Dean of the Graduate School of Education

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(Dr. Sangob Laksana)

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ABSTRACT

I.D. No.: 482-9796

Key Words: READING HABIT

Name: MS. NATTAWADEE SAETANG

Independent Study Title: READING HABIT OF SECONDARY SCHOOL
STUDENTS : A CASE STUDY OF SAINT
DOMINIC SCHOOL

Independent Study Advisor: DR. SANGOB LAKSANA

The purpose of the study was twofold: 1) to reveal the reading habit of secondary school students in the school and 2) to examine the factors related to the student's reading habit, i.e., self control and reading support from the family.

This survey used a questionnaire to collect the data from 200 students in Grade 8 and 9 at Saint Dominic School. Frequency, percentage, mean and standard deviation were used to describe the data while Pearson's correlation was employed to test the hypotheses.

The findings were summarized below:

1. The overall reading habit of the secondary school students in the study was found to be moderate. When the two components were considered separately, both the general reading habit and the behavior of choosing to read useful materials were found to be moderate too.

2. The facts found to be significantly related to the reading habit were self – control and reading support from the family

Field of Study: Educational Administration **Student's signature**.....

Graduate School of Education

Advisor's signature

Academic Year 2/2010



ACKNOWLEDGEMENT

I would like to thank to God, my mother and father and my special friends who always support me in many part of my life; physical, mental, and spiritual things. Without their love, I cannot be successful and complete my study.

I also would like to take this opportunity to thank to all committee, especially for my advisor, Dr Sangob Laksana who is warm and kindness. I am so thankful for his encouragements, advice and patience in guiding me through the steps and procedures of my independent study.

Moreover, I would like to thank to one of the most important supporters, Nikom and Niti who help me manythings, especially in cooperating since I had started learning here.

Special thanks, of course, to secondary school students of Saint Dominic School, as they took the assignments serious and did the questionnaires without any complaints.

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CHAPTER I

INTRODUCTION

Background of the Study

Nowadays, the development of communication technology affects the increase of the importance of information and become one of the main factors of human living. One of the ways to make people receive the information is reading of the key to get into the world of knowledge. In fact, these will support the development of human resource to adjust themselves to get used to the situation in appropriate way. (Mahakun, 1980)

Reading is the important factor to develop society and increase individual quality of life because it brings the awareness of social responsibility in terms of politic, economy and culture. Moreover, this can enhance the progress of career in terms of knowledge and ability. Therefore reading is important for human because this is an indirect experience of learning in order the time condition of human life. (Glomrit, 1988) When children have reading behavior and know what kind of information that benefits for them. These will support their brain and mental of them to become gentle and think creatively. In addition, they will have both desirable behavior with their emotional, social, and intelligent development and appropriate physical growth. (Gerdtula, 1980)

In developed countries, most of their population has good reading behavior in terms of quantity and quality. For example Japan, the average of reading their population in 1991 is 3.9 books per month. In contrasting Thailand the average of reading their population is 5 papers per year. (Jengglinjun, 1993). Thus, Thai government and others institutions of Thai society are necessary to support reading behavior of Thai people for creating the quality of people to develop our country.

Statement of the Problem

A result from the National Statistical Office in 2005 showed that, on the average, Thais read seven lines a day. In 2001, the findings from the National Statistical Office showed that only 4.4 percent of Thais aged 10 and older spent their spare time reading, whereas 30 percent of people in developed countries spent their spare time reading. These poor reading habits affect not only an individual, but also the country. Less reading causes many negative effects. (The Nation, 2007)

First, less reading results in less knowledge. When you have less knowledge, you will find it very difficult to get a good job in leading companies or get a chance to study in high-ranking schools or universities.

Second, the number of well-educated people in Thailand has an effect on the development of country. The development of Thailand needs experts from many fields to change a country into a better condition. If there are few well-educated and skillful people, it is difficult to make a change in our country.

Moreover, people who rarely read books are likely to have less critical thinking skill than people who read more and read regularly. This is a very important problem. Critical thinking skill helps people analyze and solve problems effectively. Without this skill, people will have difficulty in solving problems.

Poor reading habits have many negative effects on Thai people and Thailand. Encouraging Thais to read more not only reduce negative effects, but also increase positive effects such as stimulating the development of our country. Thus, in this study is related to the factors that affect the reading habit of Thais to increase the level of this in terms of quality and quantity.

From the research of Punthoomnavin (1986) about the parent support of reading behavior has relation with good reading behavior and found that children grow to have reading behavior and self control. In fact, in the research of Pantaneeya (1992) about self control and good reading behavior found that child who has high level of self control he or she will has good reading behavior also. In addition, Daechalert (1985) found that the parent support of parent is the most important factor of good reading behavior.

According to the problem of reading behavior of Thai people, as educators and educational administrators, we should be aware of its importance which can bring the increase of development both in individual level and country level. In this study will focus on the factors that are related to reading habit of secondary student which are the internal factor and external factor; future oriented & self control and parent support, respectively. In fact, these will benefit to family, school, and other organizations working with children to enhance their reading habit in order to develop themselves and our country.

Objectives of the Study

1. To study the reading habit of secondary school students at St. Dominic School.
2. To determine the relationship between reading habit and two factors which are future oriented and self control and reading support from family.

Hypothesis

Hypothesis; There is relationship between reading habit and two factors which are future oriented and self control and reading support from family.

Scope of study

This study is aimed to study the factors correlate to the reading habit of secondary school students (Grade 8 and 9) at St. Dominic School, using a sample of 200 students.

1. Scope of content; study the factors that correlate to the reading habit of secondary school students.
2. Spatial extent; study the factors that correlate to the reading habit of secondary school students at St. Dominic School.
3. Boundary of time; study with the secondary school students (Grade 8 & 9), 2nd Semester, 2010.

Expected Benefits

1. To know the level of the reading habit of secondary school students at St. Dominic School.
2. To understand the correlation between personal factors and environment and the reading habit. It is a guideline to promote and develop the reading habit in secondary school students.

Theoretical Framework

In order to generate the theoretical framework, it is necessary to review many literatures of authors and theorists from the following sources, which are related to this research for the theoretical framework.

In behavioral research for human development, most of them are based on the theory about social learning. This has been applied to study in order to develop many types of desirable behavior of human, including the reading habit in this study.

Social Learning Theory of Bandura (1986) mentions about environmental influences that is one of the main factors including personal factors, which determines human behavior. These three factors influence over others reasonably. As such, any human behaviors usually happen because of the environments around the person and the self internal factors.

For the study of a reading habit in secondary students who are teenagers and it's the beginning period of abilities in self perception, self identity and the levels of intelligence are as same as in adults (Panthumnavin, 2000). As a result, the reading habit in teenagers is obvious. However, environmental factors and personal factors are really important to the reading habit whether it will increase or decrease, for instance, if teenagers are mentally and physically encouraged to read by the family (it includes providing, suggesting, rewarding and controlling suitably), they will understand that reading is a good thing to do. However, such teenagers will express the high/low level of a reading habit; it also depends on personal factors as well.

In addition, there is another theory about human behavior which is study with Thai people for many years. Ethical Tree Theory is the theory that shows the cause of a good and talented person's behaviors, which types of mental causes those behaviors could possibly come from. There are many desirable behaviors which are studied based on this theory. The interesting result is showed that internal factor of human or mental part that is one of the most important factors of desirable behavior is future-oriented and self control. Form the related researches, it's also found that the future-oriented & self-control character is one of the most important mental aspects of individual to the desirable behaviors.

Conceptual Framework

According to the theory framework, the variables in this study are related to the external factor and internal factor affecting reading habit. Therefore, conceptual framework of this research is in this following diagram:

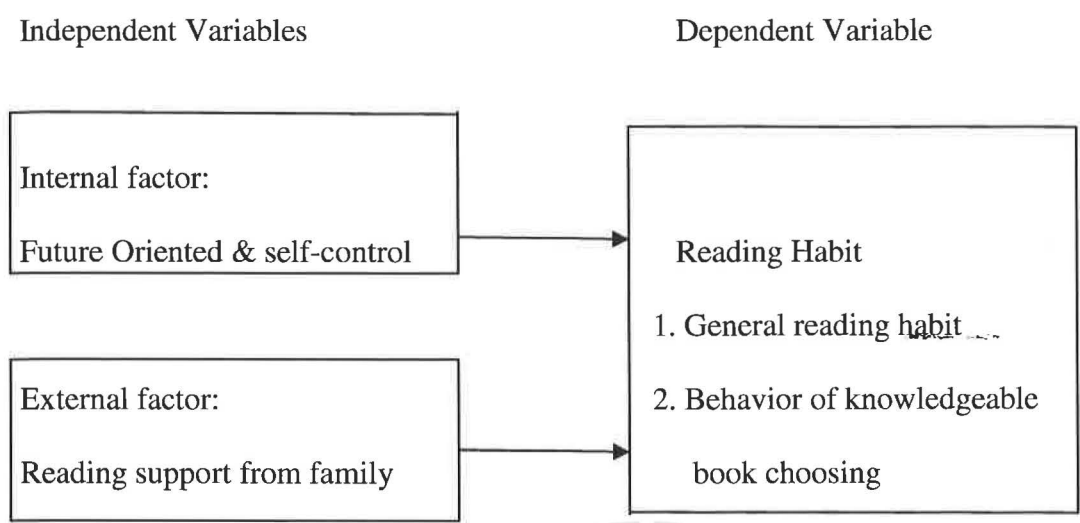


Figure I: Conceptual framework

Definitions of Terms

Reading habit means the expression of interest in reading books, spending most of spared time reading books, including knowing what are useful to read.

General reading habit means the expression of interest in reading books and other publications, such as, reading general books regularly, possessing books, recommending others to read books, etc.

Behavior of knowledgeable book choosing means knowing how to read a book or publication that is useful, such as fiction, biography, or books about landmarks, fables, books that help to develop learning skills and quality of life, etc., including the choice not to read the books that are useless, or just reading books for fun or entertaining only. The samples of useless books are comedy, comic books, pornographic books, books about games, books about celebrities, gossip column etc.

Future Oriented and Self-control means to control the self-discipline, forcing yourself to do what is good in the future on all aspects, such as, quickly get up early to go to school or work, eating healthy food, patient and know how to control emotion.

Reading support from family means the parents and family member's emphasis on the benefits of reading by providing appropriate books to children, being a good model, suitably controlling and rewarding when children read.

Saint Dominic School is a private Roman Catholic school in Bangkok consisting of all boys who study in primary, secondary, and high school.

Secondary school is the school which educate students in secondary level.

Case study is a research methodology common in social science. It is based on an in-depth investigation of a single individual, group, or event which can be descriptive or explanatory.

Internal factor is the inside factor which is related to the mental aspect of human.

External factor is the outside factor which is related to situation or environment around human.

CHAPTER II

REVIEW OF THE LITERATURE

This chapter presents theories about human behavior which are social learning and ethical tree theory. In fact, the reading habit and the factors in this study could be more understand. Moreover, the relevant previous researches are addressed.

Saint Dominic School

Saint Dominic School is a private school, is established on May 12th 1961 by the Salesian members of Saint Don Bosco. The school admits only boys from Grade 1 to Grade 12 in Thai program and Grade 1 to Grade 9 in the special English program. The administrators are religious members of the Salesian Foundation of Thailand.

Motto of Saint Dominic School is 'Diligence, Piety and Cheerfulness'. It aims to produce academically able, technologically able and ethical students, focuses on nurturing students' physical, moral, emotional, social and intellectual growth and on developing their educational potential with an independent atmosphere so that they will grow into responsible adults.

Saint Dominic School has 133 Thai teachers, 8 native speakers, 2,100 students between ages of 6 to 8, 16 house-keepers, 30 food-sellers and security guards. The school has eight departments:

Academic Departments (8 groups)

- Mathematics
- Thai
- Science
- Social studies, religion and culture
- Health and physical education

➤ Art

Reading Support of Saint Dominic School

Saint Dominic School is one of the schools which have promoted reading habit of students by setting reading support activities continually including primary, secondary, and high school level. There are the exhibitions about reading habit in the week of reading loved habit in the school every semester. Moreover, the president, Dr. Manoon Soncharern, he is the leader of this school who focus on this issue and attempt to run the project of reading habit support in the school.

Therefore, to study the reading habit of secondary school students, researcher chooses this school with the reasons of the appropriateness in terms of reading support of school and the cooperation and communication.

Social Learning Theory

People learn through observing others' behavior, attitudes, and outcomes of those behaviors. "Most human behavior is learned observationally through modeling: from observing others, one forms an idea of how new behaviors are performed, and on later occasions this coded information serves as a guide for action." (Bandura 1983). Social learning theory explains human behavior in terms of continuous reciprocal interaction between cognitive, behavioral, and environmental influences.

Necessary conditions for effective modeling:

1. Attention — various factors increase or decrease the amount of attention paid includes distinctiveness, affective valence, prevalence, complexity, functional value. One's

characteristics (e.g. sensory capacities, arousal level, and perceptual set, past reinforcement) affect attention.

2. Retention — remembering what you paid attention to. Includes symbolic coding, mental images, cognitive organization, symbolic rehearsal, motor rehearsal

3. Reproduction — reproducing the image including physical capabilities, and self-observation of reproduction.

4. Motivation — having a good reason to imitate. Includes motives such as past (i.e. traditional behaviorism), promised (imagined incentives) and vicarious (seeing and recalling the reinforced model)

Bandura believed in “reciprocal determinism”, that is, the world and a person’s behavior cause each other, while behaviorism essentially states that one’s environment causes one’s behavior, Bandura, who was studying adolescent aggression, found this too simplistic, and so in addition he suggested that behavior causes environment as well. Later, Bandura soon considered personality as an interaction between three components: the environment, behavior, and one’s psychological processes (one’s ability to entertain images in minds and language).

The Ethical Tree Theory

Ethical Tree Theory is the theory that shows the cause of a good and talented person's behaviors, which types of mental causes those behaviors could possibly come from. The mentioned causes can be divided into three types (implying as parts of a tree); which are flowers & fruits, trunks and roots. The first part that is flowers & fruits represents

3556 e.1

benefaction and scarification-to-public behaviors, including other kinds of civility behaviors, such as, nation-development behavior, diligently-working behavior. The cause of these preferable behaviors is divided into two groups. The first group is mental causes (imply as a trunk of a tree), consisting of five mental aspects which are;

1. Ethical reasonably thinking,
2. Future oriented and self control,
3. Belief in internal locus of control of reinforcement,
4. Self motivation,
5. Attitude and Value (that are related to those behaviors or circumstances)

This can used to explain, predict and develop any behavior by using some or all of those five mental aspects. The final part that is roots represents the second type of mental aspects which includes three aspects which are; intelligence, social experience, and mental health. If a person is qualified with the three mentioned aspects and is surrounded by suitable family, school and social environments, such person will be ready to adapt some of the five mental aspects (Panthumnayin, 2000)

The Meaning of Reading Habit

Reading means the process of interpretation of characters or symbols that are recorded. Reading is a complex process. The nature of reading is to understand the meaning of what is read. What this means is not only the process of interpreting letters or symbols, but also depends on stimulating concepts with the readers' imagination is important. As such, reading is the process that consists of translation, responding, purposing and ranking (Mahakhan, 1980)

In psychological term, the process of reading is complex and has multi-meanings. First, reading requires the senses of seeing, hearing and touching. Second, reading is the process of recognition. Third, reading is a kind of response that is influenced by motivation, physical ability, fatigue and habits. Forth, reading is a process that must be learned by rules, relating to remember and forgotten. Fifth, reading is a kind of development. In this definition, the success of reading is classified as a productive. Sixth, reading is a part of exuberance which has helped people grown in physical, emotional, intellectual, and social attitudes. Seventh, reading means the behavior resulted from interest. Eighth, reading is a way of learning. As from the above, reading in psychological terms are relevant and indistinguishable so when it comes to reading, it includes such combination of various behaviors and characteristics. (Smith and Dechant, 1961)

Form the résearch of Dechalert (1985), the reading habit means the behavior that expresses the interest in reading books and happens regularly, for example, spending most of spared time reading books, possessing books, how to read books, using library, setting purpose of reading. Jerngklinchan (1995) has said that the reading habit means the willing to read and finally get used to it, even though, there are obstacles, problems of difficulties, readers will never stop reading. The readers with reading habit can read any kind of reading materials, any time and spend their spared time reading more than doing other activities.

In addition, Chaleisab (1987) has said that the reading habit refers to the behavior that expresses preferences on practice, recommendation, invitation from childhood to love reading, to choose what to read with discrimination and to fully use benefits from the books.

From the above definitions, we can conclude that the reading habit not only means the expression of general reading preferences when opportunity meet, but it also means to discriminate useful reading materials which Panthumnavin and team (1984) define the meaning of useful content of publications that it is the contents academicians agree that are useful, such as, news, documentaries, therefore, the reading habit means the behavior that expresses the interest in reading, including choosing to read knowledgeable books or publications. As a result, we have divided the expression of reading habit in this study into two parts which are the general reading habit and the behavior of knowledgeable book choosing. The general reading habit means the expression of interest in reading books and other publications, such as, reading general books regularly, possessing books, recommending others to read books, etc, while the behavior of knowledgeable book choosing means knowing how to read a book or publication that is useful, such as fiction, biography, or books about landmarks, fables, books that help to develop learning skills and quality of life, etc., including the choice not to read the books that are useless, or just reading books for fun or entertaining only. The samples of useless books are comedy, comic books, pornographic books, books about games, books about celebrities, gossip column etc.

Factors that Influence to Reading

Reading is a kind of skill that requires time and frequency. It's an action of regular re-reading and once it happens many times, it can be developed as a habit. In addition, there are some factors that influence to reading which can be concluded as given below

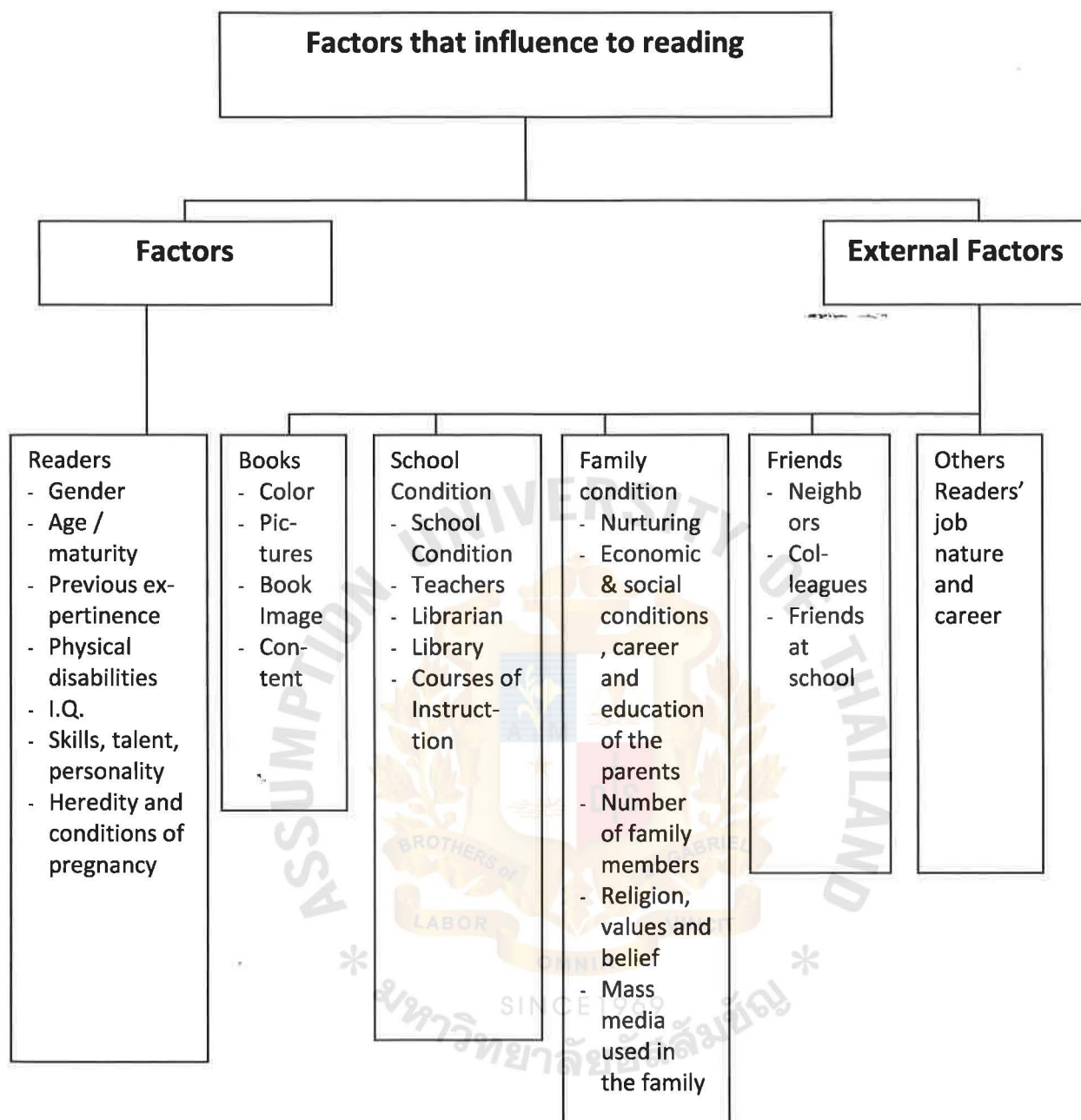


Figure II: Factors that influence to reading (Rattanasarn, 1990)

The Ideas Regarding Reading Support from Family

The Ideas about parenting support for reasoning

Rearing of the family is one of important factors that facilitate the development of both mental and behavioral characteristics of young people. From the previous research, it's found that parenting way that helps encouraging children to have desirable behaviors is the parenting support for reasoning. This means being closed to them, rewarding them when they behave, applying appropriate punishment, scolding children properly, and not denying to support them whenever they need one. (Panthumnavin, 2000) As such, many desirable behaviors in children, including reading habit, require parenting support for reasoning, for instance, suggestion on how to choose books to read, provide them with suitable books, rewarding them when they read, etc.

Johnson (1979) also emphasizes on family institution, to support reading habit in children. Besides, he suggests the ways to support them as follows:

1. Encourage children to read any kinds of books and express your interest in what they read.
2. Provide children with appropriate books by borrowing them from library or buying them from bookstores.
3. Lead children to the areas nearby library and let them be a part of book borrowing process.
4. Let children be a part of reading as possibly as we can, for example, reading newspapers or journals that are useful and suitable to them, etc.

In addition, PongPetch (1998) also concluded the way that family can promote the reading habit for children into four major categories as follows: Educating them means direct talking, providing books, recommending, taking them to the bookstores or providing financial

support for the books purchase, Being a role model means parents' behavior that shows a good reader for children to imitate this behavior, Reinforcement means to reward, to encourage, to admonish, so that children acquire reading habit as desired, and Environment means the atmosphere surrounding the children to facilitate the convenience and sense of satisfaction to read.

The Researches that are Related to Reading Support from Family and Reading Habit

Dechalert (1985) studied the relationship between elements of the socio-economic conditions and home environments, elements of the student and school with reading habit of 974 junior high school students (Grade 7) in Bangkok Metropolitan and found that the experience obtained from reading support from family mostly correlated with reading habit.

Wimolthanom (1987) studied the role, attitude and problems in promoting reading habit. The sample group was students in kindergarten in Muang, Phrae Province; 66 students with the highest level of reading habit and 67 students with the lowest level of reading habit, and found that the role of parents is correlated with the reading habit. The students with the parents who promote reading behaviors are most likely to have high level of reading habit, while the students with the parents who promote reading less are likely to have low level of reading habit.

Kreangburananan (1991) studied the family background that affects the ability of reading of grade 6 students and found that the parents of students who have high ability to read have a good attitude to support reading and play a role in promoting reading above the parents of students with low reading ability.

Bolt (1992: Abstract) studied the relationship between variables in the family, focusing on the role of parents to the reading development in children. The focus group was 314 students in grade 4 & 8 from Newfoundland & Labrador, Canada. The result of the study shows that the variables related to reading environment at home has positive influence on reading ability of students.

Newman (1986) studied the home environment and the time spent in reading of the 254 grade 5 students and 84 parents and found that the children who spends their free time doing other activities more than reading come from the family with low income and education. Besides, he also found that the role of parents in promoting reading habit is correlated with the time spent to read books in children.

The Meaning and Ideas Regarding Future Oriented and Self-Control

Comeir and Comier (1979) mention about self control that is the process of individuals for changing their undesirable behavior by setting their goals and procedure by themselves

Skinner (1953) summarized that self control means the process of human that attempt to control their behavior leading to the results which are positive way and negative way: one is more desirable and other one is less desirable.

Kazdin (1984) mention about self control that is the process of individuals to make decision for doing something. Thus, this is the process of human to choose to do something which the results are conflict.

Self control is the ability to control one's emotions, behavior and desires. In psychology it is sometimes called self-regulation. Exerting self-control through the executive functions in decision making is thought to deplete a resource in the ego. Many things affect one's ability to exert self-control, but self-control particularly requires sufficient glucose

levels in the brain. Exerting self-control depletes glucose. Research has found that reduced glucose and poor glucose tolerance (reduced ability to transport glucose to the brain) are tied to lower performance in tests of self-control, particularly in difficult new situations.

Another view is that self-control represents the locus of two conflicting contingencies of reinforcement, which then make a controlling response reinforcing when it causes changes in the controlled response.

Self-control is directly related to the pressure you face in these followings

Good Pressure: When you are in a competitive yet non-judgmental and non-prejudicial environment, you want to be like those around you. You become motivated and inspired and gain self-control.

Bad Pressure: When you are in a judgmental and prejudicial environment and there is no competition you become depressed and unmotivated. You lose self-control.

No Pressure: When you are free and there is no competition, you do what you feel. Your self-control is based on how you feel and since there is no one to compare yourself to; you may be less motivated or more motivated depending on the urgency of whatever you are doing.

The process of self control

Thorsten and Mahoney (1974) mention that this process has two stages

1. Stimulus Control: this stage is the changing process of stimulus things that motivate individual to do undesirable behavior for their learning to show desirable behavior through the principle of the connection between stimulus and behavior. The important thing is to decrease the frequency of stimulus.

2. Self- presented Consequence: this is the way of punishment or reward of individuals after showing their behavior. Normally, the reward is more often to stimulus human to control behavior.

The Researches that are Related to Self-Control and Reading Habit

Prasertsom (1995) conducted experimental research in 160 primary school students (Grade 5) to find the most effective way to develop students' health behaviors by reinforcing a perception of effort and restraint and found that the students who receive abstinence training obtain more health behavior than the students who were not trained. In addition, she also found that abstinence is positively correlated and statistically significant with health behavior in the 3 experimental groups which are 1. Train perception, 2. Train abstinence and 3. Train both perception and abstinence together, respectively. ($r = .29, .45$ and $.33$, respectively).

Panthumnavin and Party (1986) studied the influence of mass media control of the family with important psychological characteristics of Thai youth. The sample group was 1,600 children with different psychological characteristics; future-oriented & self-control character, self-confidence and Ethical reasonably thinking and the research result shows

children with high future-oriented & self-control love knowledgeable materials from mass media (television, radio and other publication). Besides, they spend time reading more than watching television or listening to radio.

Panthaneeya (1992) studied about the promotion of reading by using the model to develop the reading habit of students at grade 5 and 6. The result showed that the students with high future-oriented and self-control have a higher level of reading habit than the students with low high future-oriented and self-control.

Glynn and Tomas (1970) have studied the effect of advice together with how to manage self-control with students' concentration in studying. They studied in 34 primary school students and divide the phases of study into 2 phases; the first phase allows students to manage self-control, observe and then record behavior, while in the second phase, they use the advised sign board by the teacher and the research result shows that giving advice with self control management increase students' behavior in studying concentration in both of experimental and follow-up phases.

CHAPTER III

RESEARCH METHODOLOGY

The purpose of this chapter is to describe the research methodology that is employed in the research. The first section outlines the research design. The second section explains the population and sample. The third section provides information about the research instrument. The fourth section states the collection of data and the last section details the statistical techniques for analyzing the data.

Research Design

Research design of this study was an explanatory survey research that aimed to explain the relation of variables. There are many ways to collect data of this method. In this study, the questionnaire was the instrument of this explanatory survey research.

Population

The entire group of people, events or thing of interest that the researcher wishes to investigate is called population (Sekaran, 1992) and the target of population is the specific complete group relevant to the research project (Zikmund, 2000). The target of this education research is secondary students, who study in saint Dominic school. The total number of population in this study is 402 students.

Sample

Determining Sample Size

Yamane (1967:886) provides a simplified formula to calculate sample sizes. The number of sampling data was from calculating with Yamane formulate in this follow

$$n = \frac{N}{1 + Ne^2}$$

$$n = \frac{702}{1 + 702(0.5)^2}$$

$$n = 200.49$$

N = the population size

n = the sample size

e = the level of precision

Sampling procedure

1. Purposive method

This study was purposive the school that was Saint Dominic school because of the convenience reason in terms of cooperation and communication.

2. Stratified method

First, the researcher stratified the students who studied in two level; grade8 and 9. After that, the numbers of student of each level had to be set. According to the sample size which was calculated by Yamane formula was 200 students, the numbers of each level of student was 100.

Research Instrumentation

From the previous studies and researches related to reading habit, the variables in this study are as follows:

Independent variables are:

1.1 Future-oriented & self-control character

1.2 Reading support from family

Dependent variables (reading habit) are:

1.1 General reading habit

1.2 Behavior of knowledgeable book choosing

Structure of instrument

A questionnaire, as the research tool, was to provide an orderly and structured approach to gather data for the questions posed in the research (McDaniel & Gates, 1996)

The instrument used in this study was a questionnaire which was divided into two sections as follows:

Section 1 was a questionnaire about dependent variable, the reading habit of students that was created by the researcher. It contained 15 items out of 25 with 4 answers to choose from; True, Rather True, Rather Not True and Not True. The reading habit questionnaire had two part; general reading habit and behavior of knowledgeable book choosing.

- general reading habit(items1-3)
- behavior of knowledgeable book choosing.(items4-15)

Rating criteria

For the positive questions will be rated as follows:

True	4
Rather true	3
Rather not true	2
Not True	1

For the negative questions will be rated as follows:

True	1
Rather true	2
Rather not true	3
Not True	4

Rating criteria

As a result, getting the following ranges of scores:

Mean score between 1.00-2.00 means reading habit was in a low rang.

Mean score between 2.01-3.00 means reading habit was in a medium rang.

Mean score between 3.01-4.00 means reading habit was in a high rang.

Section 2 was a questionnaire about other factors and the answers come in 4 choices which were True, Rather True, Rather Not True and Not True.

2.1 The questionnaire about reading support from family was created by the researcher. It contained 12 items out of 15 with 4 answers to choose from; True, Rather True, Rather Not True and Not True. The reading support from family questionnaire had two part; giving advice and knowledge about reading and role model of reading habit.

- giving advice and knowledge about reading(items1-3,7,10-12)
- role model of reading habit(items4-6,8,9)

2.2 The questionnaire about future-oriented & self-control character was using Panthumnavin's questions (10 questions) because it is well-known in psychology and behavioral science and related research are used this for more than 30 years in Thailand. This questionnaire is suitable for this study because future oriented and self-control in this study is

based on the same theory with this questionnaire. The reliability coefficient of this questionnaire is 0.825

It was a group of questions which contained 4 answers to choose from; True, Rather True, Rather Not True and Not True.

- Future-oriented(items5,7,9)
- Self-control(1-4,6,10)

Criteria to measure the degree of correlation

Criteria to measure the degree of correlation of the studied factors and reading habit when the coefficient of correlation was positive are as follows:

0.01-0.33 means low positive correlation with reading habit.

0.34-0.67 means medium positive correlation with reading habit.

0.68-1.00 means high positive correlation with reading habit and it will showed negative correlation when the coefficient of correlation was negative.

Testing Instrument

Content Validity

In order to ensure the quality of the instrument, advisor and two experts in this area are asked to check and review the questionnaire items for content validity before trying out.

Try – Out

Trying out with 30 secondary school students who were qualified with the criteria of the sample group and got the following reliability coefficient:

- Questions regarding students' reading habit α = .6052
- Questions regarding reading support from family α = .7645

Accuracy test and correction

After trying-out, proceeded for accuracy test and correction and then created the final questionnaires. The final reliability coefficient was as follows:

- Questions regarding students' reading habit $\alpha = .7397$
- Questions regarding reading support from family $\alpha = .7754$

Data Collection

The data collection was started from sending the formal letter from Education faculty to the head office of Thai language. After receiving the permission to collect data, the researcher collected data from 200 students (100 of Grade 8 students and 100 of Grade 9 students) by giving them questionnaire in the class.

Data Analysis

The researcher got the scores and analyzes the data by using Statistical Personal Computer: SPSS/PCT which details were as given below:

Objective 1 To study the reading habit of secondary school students at St. Dominic School by using Descriptive Statistics, for example, frequency, percentage, mean score and standard deviation.

Objective 2 To determine the relationship between reading habit and two factors which are future oriented and self control and reading support from family. In order to test

Hypothesis, using Inferential Statistics to find the correlation and use Correlation

Coefficient: r of Pearson Product Moment.

Design of the Study

Research Objective	Source of Data or Sample	Data Collection Method or Research Instrument	Data Analysis	Expected Outcome
1. To study the reading habit of secondary school students at St. Dominic School.	200 secondary school students at St. Dominic School.	This study used stratifies method by setting 100 students of each level and classifying student in grade 8 and 9.	Using Descriptive Statistics; frequency, percentage, means score and standard deviation.	The reading habit of the sample group will be in a medium level
2. To determine the relationship between reading habit and two factors which are future oriented and self control and reading support from family.	200 secondary school students at St. Dominic School.	This study used stratifies method by setting 100 students of each level and classifying student in grade 8 and 9.	Pearson Product Moment Correlation.	There will be relationship between reading habit and two factors; future oriented and self-control and reading support from family.

CHAPTER IV

FINDINGS, CONCLUSION, DISCUSSION AND RECOMMENDATIONS

This chapter is divided into five sections. The first section presents the research finding, while the second section shows the conclusion. The third states the discussion. The fourth section contains recommendation on how to develop the reading habit of student and the last section offer suggestions for future research.

Finding

Objective 1 To study the reading habit of secondary school students at St. Dominic School.

Reading Habit

The research result found that the reading habit of the sample group was in a medium level with the mean score at 2.49, while the standard deviation is at 0.40.

General Reading Habit

The research result found that the general reading habit of the sample group falls between medium to low levels with the mean score at 2.14, while the standard deviation is at 0.74.

When considering each point, it found that “inviting friends to read books together” was with the lowest mean score ($\bar{X} = 1.90$). This shows that the sample group has low level of general reading habit, especially; they rarely invite friends to read books together.

Behavior of knowledgeable book choosing

Form the research result, it found that the most favorite knowledgeable book that sample group are interested to read is fables and other books with general knowledge ($\bar{X} = 2.79$, 2.65, respectively), while the least favorite book went to the books about skill

development, such as, learning skill development books, additional books regarding school lessons ($\bar{X} = 2.34, 2.32$). The unknowledgeable books that the sample group avoid not to read are pornographic books, comic books, books about celebrities, and star gossip column ($\bar{X} = 2.92, 2.86, 2.81$ and 2.45 , respectively) However, the sample group does not avoid spending time on reading comics ($\bar{X} = 1.98$) The sample group can spend time reading comics for a long time and not be bored. In addition, while comparing the scores of choosing knowledgeable books, the books about learning skill development are the least favorite books due to its content and image are not attractive, while the unknowledgeable books that the sample group kept reading is comic books and still spending most of their spared time reading them (this represents the useless reading), however, they agree that they are satisfied with comics content and image.

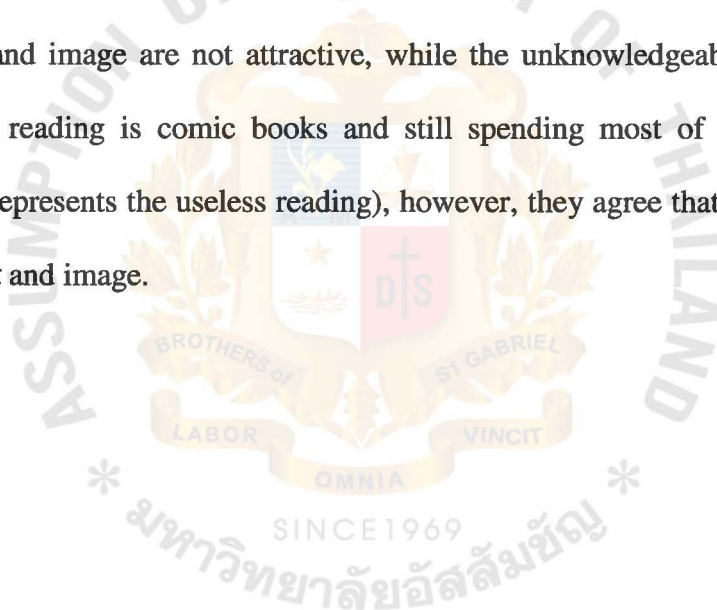


Table 4.1 shows the reading habit of the sample group

No.	Reading Habit	X	S	Level
General Reading Habit		2.14	0.74	Medium
1.	I always read when I have spared times.	2.44	0.72	Medium
2.	I usually buy books from bookstores.	2.08	0.78	Medium
3.	I usually invite my friends to read books together.	1.90	0.72	Low
Behavior of knowledgeable book choosing		2.58	1.00	Medium
Reading knowledgeable contents				
4.	I am interested in reading knowledgeable books, such as, encyclopedias, tips.	2.65	0.88	Medium
5.	I like to read biographies of famous and succeeded persons.	2.52	0.96	Medium
6.	I like reading fables.	2.79	0.95	Medium
7.	I am interested in and read books regarding skill development, for example, English language practice, manuals, how to study well.	2.34	0.86	Medium
8.	I like reading historical books and the books regarding interesting tourist places.	2.43	0.98	Medium
9.	When I have questions regarding school subject, I do some researches by reading books	2.32	0.85	Medium

No.	Reading Habit	X	S	Level
To avoid reading unknowledgeable contents.				
10.	I am not a member of a comic rental shop and I don't rent them.	2.86	1.16	Medium
11.	I don't read pornographic books for fun.	3.00	1.02	Medium
12.	I don't like reading funny pornographic books.	2.84	1.05	Medium
13.	I don't like reading books about domestic and international stars.	2.81	1.08	Medium
14.	I don't like reading entertaining and star gossip column.	2.45	1.16	Medium
15.	I can't read comics or funny books for a long time because I will get bored.	1.98	1.12	Low
Total mean		2.49	0.40	Medium

Objective 2 To determine the relationship between reading habit and two factors which are future oriented and self control and reading support from family.

Hypothesis; There is relationship between reading habit and two factors which are future oriented and self control and reading support from family.

Form the study found 119 students with the highest future-oriented & self-control level (or 59%), while 78 students with the medium future-oriented & self-control level (or 39%) and 3 students with the lowest future-oriented & self-control level (or 1.5%) (See table 4.2)

Table 4.2 shows sample groups by the levels of future-oriented & self-control

Level of future-oriented & self control	Amount
High	119
Medium	78
Low	3
Total	200

The results of the study regarding the relationship between future-oriented & self-control and reading habit (in overall) of the students by determining the Pearson's correlation coefficient, it found that the Pearson's correlation coefficient value $r = 0.49$ and $p = .000$, indicating that the future-oriented & self-control character was positive correlated with the reading habit (in overall) of the students, statistically significant was at .01 and falls into the moderate relationship level.

When considered separately the relationship between future-oriented & self-control character and reading habit (each aspect) of the students which are general reading habit and the behavior of knowledgeable book choosing, by using Pearson's tool, it found that the Pearson's correlation coefficient are $r = .33$ and $.48$, while $p = .000$. This indicates that self-control character is positively correlated with the general reading habit and the behavior of knowledgeable book choosing with the statistic significance is at .01 and falls into moderate relationship level. Therefore, this supports the hypothesis.

As such, the future-oriented & self-control character affects to the reading habit of students. The students with high future-oriented & self-control will have high level of reading habit, too. (see table 4.3)

Table 4.3 shows correlation coefficient (r) between the future-oriented & self-control character and the reading habit (each aspect) of the students

Reading Habit	The correlation coefficient (r) between self-control character and reading habit	p
1. General reading habit	.33**	.000
2. Behavior of knowledgeable book choosing	.48**	.000
Reading habit (in overall)	.49**	.000

n = 200

The research result found 121 students with the highest reading support from family while 72 students with the medium reading support from family, and 7 students with the lowest reading support from family (see table 4.4)

Table 4.4 shows sample groups by the levels of reading support from family

Level of reading support from family	Amount
High	121
Medium	72
Low	7
Total	200

When separately considered, it found that parents encouraged students to the reading habit by introducing them a good book and educating them ($\bar{X} = 3.44$). However, parents rarely buy and collect knowledgeable books because there are many options these days, for example, they can rent them from book rental shops, borrow books from library, or surf information from internet. This helps them to save cost and in finding space to store books and publications. The modern parents express their support on reading in other formats than keep the collection of books (see table 4.5)

Table 4.5 reading support from family

No.	Reading support from family	\bar{X}	S	Level
1	My parents always suggest me to read knowledgeable books.	3.44	0.75	High
2	When I was younger, my parents always told me stories.	2.88	1.02	Medium
3	My parents always explain me the importance of reading books.	3.15	0.86	High
4	My parents like to read knowledgeable books, for example, documentary, travel books, books about culture and history, etc.	3.04	0.94	High
5	My parents read books during their free time.	2.86	1.02	Medium
6	My parents collect many knowledgeable books.	2.79	1.02	Medium
7	My parents advice me to go to library.	3.31	0.84	High
8	My parents are interested in the books I read.	3.04	1.13	High
9	My parents have many knowledgeable books.	3.28	1.21	High

No.	Reading Support from Family	X	S	Level
10	My parents used to tell me story or read books for me.	2.90	1.05	Medium
11	My parents always recommend me good books.	3.39	0.89	High
12	My parents warn or advise me when I spend time watching television or playing games, more than spending time reading books.	3.27	0.99	High
Total mean		3.11	0.52	High

The results of the study regarding the relationship between the reading support from family (in overall) of the students by determining the Pearson's correlation coefficient found that the Pearson's correlation coefficient value $r = 0.18$ and $p = .006$, This indicates that the reading support from family is positive correlated with the reading habit (in overall) of the students, statistically significant is at .01 and falls into a low relationship level.

When considered separately the relationship between the reading support from family and reading habit (each aspect) of the students; general reading habit and the behavior of knowledgeable book choosing, it found that the Pearson's correlation coefficient are $r = .22$ and $.15$, while $p = .004$ and $.022$, respectively. This indicates that is positively correlated with the general reading habit and the behavior of knowledgeable book choosing with the statistic significance is at .01 and 0.5 (respectively), and falls into a low relationship level. Therefore, this supports the hypothesis.

As such, the reading support from family affects to the reading habit of students, for example, encouraging children to read books after school, reading books together with family members, etc. (see table 4.6)

Table 4.6 shows correlation coefficient (r) between the reading support from family and the reading habit (each aspect) of the students

The correlation coefficient (r)		
Reading habit	between reading support from family and reading habit	p
1. General reading habit	.22**	.004
2. Behavior of knowledgeable book choosing	.15*	.022
Perspective of reading habit	.18**	.006

n = 200

Conclusion

This research is to study the reading habit of 200 secondary students at St. Dominic School which the objectives were aimed to be a guideline to promote and develop the reading habit in secondary students.

This study about secondary students’ reading habit found the significant as follow:

Reading Habit

The research found that the total mean score of the reading habit of the sample group is in the medium level ($\bar{X} = 2.49$).

The mean score of the general reading habit of the sample group is relatively low ($\bar{X} = 2.14$), such as, reading books on a regular basis during spared time, buying books from bookstores and inviting friends to read books together.

The mean score of the behavior of knowledgeable book choosing of the sample group is medium ($\bar{X} = 2.58$). The knowledgeable book that the sample group chooses to read most is fables, while the unknowledgeable book that the sample group avoid not to read is pornographic book. However, they still spend most of their spared time reading comics.

Future-oriented & self-control character

From the study, it is found 119 students with future-oriented & self-control in the high level and the mean score of future-oriented & self-control character is also high ($\bar{X} = 3.15$)

Reading support from family

From the research study, it is found 121 students with high reading support from family and the mean score is also high ($\bar{X} = 3.11$), especially, by receiving advice to read and bring the knowledge acquired from reading to use in a daily life.

Hypotheses Testing Result

Hypothesis; From the research result it is found that there is relationship between reading habit and two factors which are future oriented and self control and reading support from family, so we accept hypothesis.

Discussion

Reading Habit

The study found that the mean score of reading habit is at a moderate level ($\bar{X} = 2.49$), while the mean score of general reading habit is relatively low ($\bar{X} = 2.14$). This shows that the reading habit in secondary students is low, including the preference expressed in the common reading, book purchasing, and inviting friends to read book together. In addition, we also consider the details of the book, too. In this study, it is found that the mean score of the behavior of knowledgeable book choosing is at a moderate level ($\bar{X} = 2.58$) which obtain the same result as per the research of Jornjit (2008). She studied the reading habit of students in colleague, in Southern Thailand, and found that the students are moderately interested in reading various types of books, such as, fictions, journals, articles on political and social.

Reading the useful content about the motto in the form of fables is the most popular type that the sample group chooses to read. This is consistent with the study of Prayoonsuk (1982). She studied the students' interest in reading, both male and female students are interested in reading fables, especially, the fables that promote the imagination and based on history and religion.

For the avoidance of content that is not useful, the sample group chooses not to read pornographic books for fun, books about celebrities and comic books.

However, they can read comic books for a long time. This causes by form of satisfaction of the content and image of the comic books.

Future-oriented & self-control character

Form the research result, it is found that the mean score of the future-oriented & self-control character is at a high level ($\bar{X} = 3.15$) and found that the future-oriented & self-control character correlates to the positive reading habit more than the other factors ($r = .49$), for both in general reading habit ($r = .33$) and in the behavior of knowledgeable book choosing ($r = .48$). This result show the relationship between reading habit and future oriented and self-control, according to the ethical tree theory show that is one of the most important factor to desirable behavior.

As a result, we should continually encourage children to acquire the future-oriented & self-control character, especially, in the age of a sample group in order to create a well reading habit.

Reading support from family

The results showed that the mean score of reading support from family is at high level ($\bar{X} = 3.11$) and it also positively correlates to the reading habit ($r = .18$), which shows that the reading support from family is related with reading habit. The more children are encouraged to read by family, the more they will obtain the reading habit. According to the idea of parenting support for reasoning that show the way to support children to have desirable behavior, this research's result is also support this idea. Moreover, the result show the relationship between environment factor and behavior of human which is the same as the concept of social learning Theory of Bandura. As per the research of Wimonthanom (1987) who has found that the role of parents correlated with the reading habit of students. The more parents' support in reading, the more students loves to read. Besides, in the research of Newman (1986), he also found that the role of parents in promoting reading correlated with

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the behavior of spending free time reading books in children. As such, family should support children in reading by promoting reading in various forms, giving advice in book choosing, rewarding and being a role model, etc.

Recommendation

Form the study of related factors that correlate with reading habit, the conclusive of recommendations are as follows.

1) The role of family institution to the development of reading habit

The study found that the reading support from family is related to the reading habit, so parents and family members should promote reading to children with educating about the benefits of reading and advice on good books. They should also provide a book that contains useful and appropriate content to them, reward or praise when the children express their love of reading, and create a home environment that is suitable for reading. This can help creating and developing a reading habit in children very well.

2) The role of educational institution to the development of reading habit

Integration should take to promote the reading habit as part of the curriculum through the use of principles of learning to student-centered, by emphasizing on independent studies. The educational institutions should allow students to seek knowledge by reading more or arrange to promote the reading habit as part of various subjects, such as, increasing part-time books to the school lessons, providing knowledgeable books in each subject, encouraging parents to promote the importance of reading to their children, as well as creating factors to the future-oriented & self-control character which is the significant qualification to reading habit and other good behaviors.

3) The role of publisher and related organization to the development of reading habit

The study found that fables and comics are popular among children, therefore, publishers and related organizations should support the fables and comics production with content that is useful, and do not support the books that contain inappropriate content for children, especially, comics books should contain content that help promoting good attitude and desirable behaviors in children, not just for only entertaining. Besides, the related organizations, such as, Book Development Board, should promote the development of good literature for young people to be more interesting, for example, publishing colorful fables and comic books, etc.

4) The role of government institution to the development of reading habit

The study found that reading support from family and future-oriented & self-control character is related to reading habit. As such, the government institution should support the campaigns that promote reading in families. It is not only to promote reading, but also assisting in public relations and establishment of campaigns to promote desirable behavior in young people. This is the collaboration of all interested parties to help create value for the youth so that they will do something good for the society as well.

Suggestions for Research

1) The results of this research found that the future-oriented & self-control character is a factor critical to the reading habit, so the future research should study the expected factors that affect the future-oriented & self-control character, such as, experimental research between the future-oriented & self-control character, reading habit and other good behaviors.

2) In this study was to study 1 personal factor which is future-oriented & self-control character, so the future research should study other personal factors that are expected to affect the reading habit in order to support in enhancing such factors that promote the reading habit in young people.

3) This research studied only in 1 school; however, each school institution shall have different components. Therefore, it is advised for the future research to study in other institutions in order to acquire the information in comparison and to the expansion of future education.



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APPENDIX A

Questionnaire: Reading Habit

Explanation: Read through the following statements and put a mark √ where matches you.

1. When I finish my homework after school, I usually read books.

_____	_____	_____	_____
True	Rather True	Rather Not True	Not True

2. I usually buy knowledgeable books from bookstores.

_____	_____	_____	_____
True	Rather True	Rather Not True	Not True

3. I read comic books almost every day.

_____	_____	_____	_____
True	Rather True	Rather Not True	Not True

4. I am a member of a comic rental shop and I always rent them from the shop.

_____	_____	_____	_____
True	Rather True	Rather Not True	Not True

5. I usually invite my friends to read school books.

_____	_____	_____	_____
True	Rather True	Rather Not True	Not True

6. I spend my spared time reading comic, funny books, playing games, or watching television and I don't have much time reading school books.

_____	_____	_____	_____
True	Rather True	Rather Not True	Not True

7. I like to read knowledgeable books, such as, encyclopedias, tips, etc.

True	Rather True	Rather Not True	Not True
------	-------------	-----------------	----------

8. I like to read biographies of famous and succeeded persons.

True	Rather True	Rather Not True	Not True
------	-------------	-----------------	----------

9. I usually read pornographic books for fun.

True	Rather True	Rather Not True	Not True
------	-------------	-----------------	----------

10. I read funny pornographic books because it's fun.

True	Rather True	Rather Not True	Not True
------	-------------	-----------------	----------

11. I am bored reading fables because it's boring.

True	Rather True	Rather Not True	Not True
------	-------------	-----------------	----------

12. I am interested in and read books regarding skill development, for example, studying tips, how to speak good English, etc.

True	Rather True	Rather Not True	Not True
------	-------------	-----------------	----------

13. I am interested in the books that are regarding to historical places, domestic & international tourist places.

True	Rather True	Rather Not True	Not True
------	-------------	-----------------	----------

14. Apart from asking teachers/parents questions regarding school subjects, I also research by myself.

True	Rather True	Rather Not True	Not True
------	-------------	-----------------	----------

15. I like reading news regarding crimes because it's exciting.

True	Rather True	Rather Not True	Not True
------	-------------	-----------------	----------

16. I always spend time in a library to read or borrow some knowledgeable books.

True	Rather True	Rather Not True	Not True
------	-------------	-----------------	----------

17. I like to read novels about love.

True	Rather True	Rather Not True	Not True
------	-------------	-----------------	----------

18. I usually follow the politic situation by reading newspapers.

True	Rather True	Rather Not True	Not True
------	-------------	-----------------	----------

19. I can read comic or funny books for a long time and I am not bored of reading them.

True	Rather True	Rather Not True	Not True
------	-------------	-----------------	----------

20. I have many comics and books about games.

True	Rather True	Rather Not True	Not True
------	-------------	-----------------	----------

21. I usually borrow and read books about domestic and international stars.

True	Rather True	Rather Not True	Not True
------	-------------	-----------------	----------

22. I usually read entertaining and star gossip column.

True	Rather True	Rather Not True	Not True
------	-------------	-----------------	----------

23. I will always introduce my friend’s good, interesting and knowledgeable books.

True	Rather True	Rather Not True	Not True
------	-------------	-----------------	----------

24. I will read school books even though teachers don’t ask me to do.

True	Rather True	Rather Not True	Not True
------	-------------	-----------------	----------



APPENDIX B

Questionnaire: Reading Support from Family

Explanation: Read through the following statements and put a mark √ where matches you.

1. My parents always suggest me to read knowledgeable books.

<input type="checkbox"/> True	<input type="checkbox"/> Rather True	<input type="checkbox"/> Rather Not True	<input type="checkbox"/> Not True
-------------------------------	--------------------------------------	--	-----------------------------------

2. When I was younger, my parents always told me stories.

<input type="checkbox"/> True	<input type="checkbox"/> Rather True	<input type="checkbox"/> Rather Not True	<input type="checkbox"/> Not True
-------------------------------	--------------------------------------	--	-----------------------------------

3. My parents always explain me the importance of reading books.

<input type="checkbox"/> True	<input type="checkbox"/> Rather True	<input type="checkbox"/> Rather Not True	<input type="checkbox"/> Not True
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4. My parents like to read knowledgeable books, for example, documentary, travel books, books about culture and history, etc.

<input type="checkbox"/> True	<input type="checkbox"/> Rather True	<input type="checkbox"/> Rather Not True	<input type="checkbox"/> Not True
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5. My parents read books during their free time.

<input type="checkbox"/> True	<input type="checkbox"/> Rather True	<input type="checkbox"/> Rather Not True	<input type="checkbox"/> Not True
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6. My parents collect many knowledgeable books.

<input type="checkbox"/> True	<input type="checkbox"/> Rather True	<input type="checkbox"/> Rather Not True	<input type="checkbox"/> Not True
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7. My parents seldom advice me to use library service.

True	Rather True	Rather Not True	Not True
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8. My parents are interested in the books I read.

True	Rather True	Rather Not True	Not True
------	-------------	-----------------	----------

9. My parents have many knowledgeable books.

True	Rather True	Rather Not True	Not True
------	-------------	-----------------	----------

10. My parents used to tell me story or read books for me.

True	Rather True	Rather Not True	Not True
------	-------------	-----------------	----------

11. My parents always recommend me good books.

True	Rather True	Rather Not True	Not True
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12. My parents warn or advise me when I spend time watching television or playing games, more than spending time reading books.

True	Rather True	Rather Not True	Not True
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APPENDIX C

Questionnaire: Future oriented and self control

Explanation: Read through the following statements and put a mark √ where matches you.

1. I always finish home woke before going outside or playing with others.

_____	_____	_____	_____
True	Rather True	Rather Not True	Not True

2. I will not brush my teeth when I am lazy.

_____	_____	_____	_____
True	Rather True	Rather Not True	Not True

3. I always forget to do homework.

_____	_____	_____	_____
True	Rather True	Rather Not True	Not True

4. I like to write something dirty on my book.

_____	_____	_____	_____
True	Rather True	Rather Not True	Not True

5. I study hard because I want to have a good job in the future.

_____	_____	_____	_____
True	Rather True	Rather Not True	Not True

6. When someone makes me angry I always throw something to her or him.

_____	_____	_____	_____
True	Rather True	Rather Not True	Not True

7. I do not want to fail in exam so I study hard.

_____	_____	_____	_____
True	Rather True	Rather Not True	Not True

8. I will not take a bath when I feel tired.

True

Rather True

Rather Not True

Not True

9. I will not spend all my money because I want to save for tomorrow.

True

Rather True

Rather Not True

Not True

10. When someone give me some sweet or snack at home I always first eat.

True

Rather True

Rather Not True

Not True



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