

ABSTRACT

DISSERTATION: Effects of Reading Attitude on Reading Achievement of Students in Grades One through Six

STUDENT: Amy L. Forshey

COLLEGE: Teacher's College, Ball State University

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No Child Left Behind (2001) and Individuals with Disabilities Education Act (2004) has put pressure on all teachers to develop proficient readers. In order to do just this, develop proficient readers, teachers must understand the effects that reading attitude has on reading achievement for all students. Research states that individuals with a positive attitude toward reading typically achieve at a higher level than those students with a poor attitude toward reading (Sainsbury & Schagen, 2004). However, there is a limited amount of research that has provided insight into how factors of socioeconomic status, gender, and disability may play a part in both attitudes and achievement in reading. This study examined whether socioeconomic status, gender, and/or disability played a role in the reading attitudes of students in grades one through six. The study also evaluated whether students' attitude toward reading changed depending on their grade level.