

## **CHAPTER FIVE**

### **CONCLUSIONS, DISCUSSION AND RECOMMENDATIONS**

The case study of reading habits of year five students at WAtbangteoi School had important objectives as follows:

1. To study reading habits and non-reading habits of a primary School, Watbangteoi School.
2. To study methods of parents in promoting reading habits and non-reading habits.
3. To study problems inhibiting the promotion of reading habits.

Qualitative research was used in this case study and a questionnaire used to select young reading group and young non-reading group. In-depth interviews were used to interview the young reading group and the young non reading group, and parents of those 2 children groups. This case study found out methods of parents for young readers and those of parents for young non-readers were different and there were problems inhibiting the promotion of reading habits among the 12 people who gave information. There are important issues as follows:

#### **5.1 CONCLUSIONS AND DISCUSSIONS OF THE FINDINGS**

In this study of reading habits of year five students at Watbangteoi School, it was found that reading habits of young readers corresponded to parents' methods in promoting reading habits. A summary of the findings is categorized into different issues as follows:

##### **5.1.1 Reading habits and non-reading habits of year five students**

Committed young readers have reading habits according to studied theories in terms of a tool to gain knowledge. They realize that reading has importance and advantages in their daily lives.

The reasons why young readers love to read are that they realize that reading is valuable for themselves and people around them. One of the important reasons young readers have reading habits is that their parents always support and promote their reading habits

Regarding the young non-reading habits of young non-readers, this study found that young non-readers spent little time reading and they do not have good reading habits. They do not love to read but they still have positive attitudes in reading because parents taught them that reading is useful for their education and careers in the future. Young readers do not read because parents are not so strict about their children reading books and they do not set good examples for reading.

#### 5.1.2 Parents' methods in promoting reading habits and non-reading habits

From the study, most methods in promoting parents of young readers correspond to studied concepts, theories, and researches. Parents play an important role to promote reading habits since they were young by talking, reading aloud, having time for them, noticing their interests to know the kinds of books they love to read, noticing their methods and suggesting some new reading methods, being good examples by reading every kind of book, going to libraries or bookstores together. Parents have positive attitudes in reading. They support their children's reading and buy books their children love. It is obvious that families of young readers are reading families; therefore, it is not difficult for their children to naturally absorb the parents' habits.

However young non-readers' parents rarely promote their children to have good reading habits, corresponding to reviewed reading concepts and theories, because they spend most of the time working hard and making money for their family. They do not realize the importance and meanings of reading. They still think that children have to study only from textbooks; moreover they do not have knowledge about reading methods to promote reading habits. All these negative factors affect children who have non-reading habits and bad attitudes towards reading. Young non-readers do not realize the importance of reading. They do not pick books to read by themselves. They only read books before taking an exam and their parents have to force them to read.

#### 5.1.3 Problems inhibiting the promotion of reading habits for parents

It was found from the study that there are four problems inhibiting reading habits. First, parents have no time for children because they have to work hard making money for the family and parents have stress because of worrying about making money so they have no time to suggest or be a good example at reading. Second, they have no ideas and methods to promote their children to love reading. Third, parents still maintain the old beliefs that some kinds of books are not appropriate for children.

Parents believe that their children have to read only textbooks; as a result, children were cultivated to believe and behave the same way as their parents do. Therefore children became young-non readers who just read textbooks before taking an exam. The last problem which inhibits the promotion of reading is an inaccessible reading environment. Although schools have libraries they have limited time to be open and closed. Plus varieties of books are a major concern for young readers. Furthermore book prices are so expensive for some parents that they cannot afford it when they want to buy books for children at a bookstore.

## **5.2 RECOMMENDATIONS**

1. To promote reading habits and non-reading habits, teachers should suggest young readers help young non-readers by being good reading examples and giving suggestions. For a start young readers should tell young non-readers an interesting content of a story to call for their attention. After that young readers should read the story or try to talk about the story. Books read should be enjoyable or funny for young non-readers so that they get pleasure from books. They should read books regularly until this behavior becomes the young non-readers' reading habits.

2. The second recommendation is about methods in promoting reading. As everyone knows, most Thai families are non-reading families; nevertheless, from many studies and research examples, we know the family factor has a great influence for promoting reading habits.

Unfortunately at present most families have low income and they cannot afford to buy books. Also, they always make the excuse that they do not have enough time to read. All members in a family do not realize the importance of reading other kinds of books apart from textbooks. Parents believe that children should read only textbooks. They do not encourage their children to read various kinds of books. Most parents do not seriously promote their children to read, causing Thai families be non-reading families.

To solve this problem parents should be good examples and read books, starting from reading newspapers, or novels. Moreover parents should learn necessary reading methods by consulting neighbors or librarians and noticing children to see what kinds of books they love to read so that parents can find or borrow appropriate books for children.

3. One significant problem that inhibits reading habits is from parents. It is necessary for parents to change their old reading beliefs about having children read only textbooks. Moreover, reading resources are not accessible. Apart from a library at the children's school, public libraries are far from their places causing their motivation to read to decrease; as a result, many children spend their free time playing computer games. They do not read books. Therefore related organizations or government organizations should solve this problem by setting a budget to build public libraries to serve people's reading needs better.