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ABSTRACT:

The purpose of this study was to explore the differences between undergraduate students' practices of reading independently according to their socioeconomic status. SES was measured by three variables namely, student residence, parents' educational level, and their economic level. Five hypotheses and three mediation models were postulated and tested at 0.05 level of significance to the impact of SES on students' motivation and their families' encouragement on independent reading. A total number of 432 students at Fayoum university were enrolled in this study. The data was analysed by Pearson correlation indicators and multiple regressions analysis. A positive correlation was measured between this encouragement and family economic level. However, the students' self-motivation wasn't affected significantly by these variables. Two of the mediating effects hypotheses were rejected, while the effect of the mediation model of parents' educational level on the relationship between students' residence and family encouragement on reading was fully supported.

Keywords: Independent Reading, Socioeconomic Status, Reading Motivation.