



SCOTTISH EXECUTIVE

**HOME READING - 2004  
READ TOGETHER  
POST-CAMPAIGN EVALUATION**

mruk Ltd

Scottish Executive Social Research  
2005



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## EXECUTIVE SUMMARY

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## **EXECUTIVE SUMMARY**

### **BACKGROUND**

1. **mruk** research were commissioned to undertake research on behalf of The Office of The Chief Researcher (OCR) within the Scottish Executive. The main aim of the research was to measure awareness of and attitudes towards the recent Home Reading advertising campaign, the aim of which was to raise awareness of and encourage parents to read more with their children.

2. The Home Reading campaign was originally developed and launched in January - February 2003. Following this, research was undertaken by Progressive Partnership to measure levels of awareness and attitudes held towards the campaign. Low levels of recall were reported, resulting in the advertising being re-designed and the campaign relaunched in October 2003, with a second burst of campaign activity in mid – January 2004.

3. Following the latest advertising activity, further research was considered necessary in order to establish awareness levels over time. **mruk** research were commissioned to undertake this second phase of research.

### **OBJECTIVES**

4. The main aim of the research was to measure levels of parental awareness of the advertising (and compare this to the findings from the previous research), whilst also exploring parental attitudes and understanding of the campaign.

5. The specific objectives investigated in this latest wave of research were:

- To identify awareness levels amongst parents following the latest burst of advertising (October 2003 – January 2004)
- To examine understanding of the key messages communicated
- To investigate overall attitudes held towards the campaign
- To assess whether the campaign has encouraged home reading amongst those parents who recalled seeing / hearing advertising

### **RESEARCH METHODOLOGY**

6. In line with the previous wave of research, a total of 400 in-home quantitative interviews were conducted in order to allow for comparisons over time.

7. A series of quotas were imposed to ensure consistency in sample structure over time, with selection questions being asked to ensure eligibility to participate, thus all respondents had to have at least two children aged between 2 and 8 years old living at home, one of which had to be a boy.

8. In line with the previous research, the sample was structured to include an equal proportion of respondents in social classes C1, C2 and DE. An equal number of interviews were conducted in four key geographical areas of interest (Glasgow, Edinburgh, Aberdeen and Dundee), with a greater number of interviews being undertaken with mothers (60%) compared to fathers (40%).

## **MAIN FINDINGS**

### **Levels of Advertising Awareness**

9. Around a quarter of all parents were spontaneously aware of recent advertising which encouraged parents to read with their children. Although lower than that reported in March 2003 (36%) variations in the weight of the campaign over time may have contributed to this.

### **Key messages and elements recalled**

10. Key elements and messages recalled by those who remembered advertising clearly indicated that core aims of the campaign are being successfully and clearly communicated. In particular, messages concerning encouraging children to read, and what this can entail (e.g. not necessarily child's book) are being understood.

11. Changes were evident over time in the perceived source of advertising recall. Spontaneous recall of newspapers as the source of the advertising has almost doubled over time, rising from 8% in March 2003 to 15% in February 2004, whilst recall of radio advertising fell from 48% to 27% over the same period. This may be attributed to variations in the weight of the different media campaigns.

### **Attitudes held towards the campaign**

12. Overall, there was strong positive agreement with a series of statements regarding the advertising. The majority (80% or over) of respondents agreed that:

- Messages in the advertising were clear
- It makes them think more about reading with their child
- It makes them realise how important reading is
- It makes them realise reading isn't just about books
- The advertising was relevant to them

13. They also agreed that the advertising demonstrated that reading can be fun, can help children learn and was clever in its approach.

14. Amongst those respondents who recalled the advertising the majority agreed that the campaign had made them consider the reading they currently do with their children. In the latest research, 56% of those recalling the advertising claimed it had encouraged them to read more often with their children, with a similar proportion (52%) agreeing that the campaign had encouraged them to read magazines / newspapers with their children. Positively, a high proportion (85%) agreed that the campaign had made them think more about the value of reading with their children.

15. Overall, the Home Reading campaign communicates clear, valuable and appealing messages to its core target audience, with potential to motivate consideration of change amongst parents with young children.

# CHAPTER ONE INTRODUCTION AND BACKGROUND

## INTRODUCTION

1.1 In January 2004 the Scottish Executive's Office of Chief Researcher commissioned **mruk** research to examine public awareness of a recent media campaign designed to raise awareness of and encourage home reading amongst families in Scotland.

1.2 In this document we will outline the background to the research and the key aims and objectives of the project, the methodology employed and the findings from the latest project as undertaken by **mruk** research. Where applicable findings have also been compared with results from a previous wave of research undertaken by Progressive Partnership in 2003.

## BACKGROUND

1.3 In August 2002 the Scottish Executive launched the Home Reading Initiative 'Read Together', a three year campaign which aimed to raise awareness of and encourage home reading amongst families. It also aimed to highlight the particular needs of boys and those experiencing poverty and social injustice.

1.4 Initial research undertaken to develop the campaign identified a number of barriers that are faced by parents and carers regarding reading with children. The most common barrier cited was a perceived lack of time, with distractions such as television and computer games also being key barriers and influencers to time spent reading. As a consequence of this, the Home Reading campaign was developed with two key aims:

- To highlight to parents the benefits of reading to or with children aged between 2 and 8 years old
- To demonstrate how easy this can be

1.5 It was felt particularly important to communicate that reading does not necessarily have to involve 'a book at bedtime', and that it can also be beneficial to spend a few minutes reading other types of material with children.

1.6 The Home Reading Initiative was developed to contain a number of elements designed to encourage parents and carers to share books with children from a young age, including:

- A CD-ROM with information to help support parents and carers reading with their children
- A start-up fund, through the Scottish Executive, for the establishment of local initiatives to support early literacy in the community
- A website containing a variety of tools to assist the initiative including a list of recommended books, ideas from other parents and a selection of activities to make reading fun

1.7 The Initiative is also supported by a selection of 'Reading Champions'. These included public figures such as popular authors, politicians and celebrities who promote the benefits of reading to children through attendance at organised events where parents and children are introduced to books and reading.

1.8 In supporting this initiative a national publicity campaign was developed (incorporating radio and press advertising) which ran between January and February 2003. Research was undertaken by Progressive Partnership in March 2003 to measure levels of campaign awareness amongst parents and to examine their attitudes towards the material in encouraging them to read with their children. This research reported low recall of the press advertising amongst the target group. As a consequence of this the press material was re-designed and the campaign re-launched between October and November 2003, with a second burst of campaign activity in mid-January 2004 (12<sup>th</sup> – 25<sup>th</sup> January).

1.9 Following the latest advertising activity, further research was considered necessary to establish how awareness of the Home Reading campaign amongst parents may have changed since the previous research project (following re-design of press materials). **mruk** research were commissioned to undertake this research, the findings from which form the main body of this report.

## **CHAPTER TWO RESEARCH OBJECTIVES**

### **RESEARCH OBJECTIVES**

2.1 The principal aim of the research undertaken by **mruk** research was to evaluate the recent Home Reading campaign, measuring levels of parental awareness, attitudes and understanding of the campaign. The research was also intended to allow for comparison with the previous research exercise undertaken in 2003 where appropriate.

2.2 The specific objectives of this wave of research were:

- To identify awareness levels amongst parents following the latest burst of advertising (October 2003 – January 2004)
- To examine understanding of the key messages communicated
- To investigate overall attitudes held towards campaign
- To assess whether the campaign has encouraged home reading amongst those parents who recalled seeing / hearing advertising

### **Target audience**

2.3 The research was required to be undertaken with the core target audience of the advertising campaign, and previous waves of research (to allow for comparison) namely:

- Parents (both mothers and fathers) that have two or more children aged between 2 and 8 years old, one of whom must be a boy
- Respondents who are classified into social classes C1, C2 and DE

## CHAPTER THREE RESEARCH METHODOLOGY

3.1 Given the need to establish how awareness of the Home Reading campaign has changed over time, **mrnk** research recommended that the same in-home methodology as the previous research exercise should be adopted.

3.2 As such a quantitative approach of in-home face-to-face interviews was also adopted for this wave of research.

### SAMPLE STRUCTURE

3.3 A total of 400 in-home interviews were conducted in line with the previous research project.

3.4 Given the precise nature of the target group, a series of quotas were imposed on the interview sample structure. Such an approach ensured consistency over time, in order for comparisons to be made. The following table details the target number of interviews (in line with the previous wave of research) and the actual number of achieved interviews.

Table 3.1 Research sample

	Target No of Interviews	No of Interviews Achieved
<b>GENDER OF PARENT</b>		
Mothers	240	240
Fathers	160	160
<b>SEG (SOCIOECONOMIC GROUP)</b>		
C1/C2	260	259
DE	140	141
<b>AREA</b>		
Glasgow	100	100
Edinburgh	100	100
Aberdeen	100	100
Dundee	100	100
Parents with children aged 2-8, 1 of which being a boy		
	400	400
<b>TOTAL</b>	<b>400</b>	<b>400</b>

### SAMPLING APPROACH

3.5 All interviewers were given a starting address point and a set of rules to ensure no interviewer-related bias impacted on the research.

3.6 Within each sample point each interviewer was given a random address point to start interviewing. This was where the first interview was attempted by each interviewer (bearing in mind selection criteria), thereafter they followed a set of rules to locate other addresses. The interviewer requested an interview at predetermined intervals in the street, alternatively turning left and right into other streets wherever they were encountered. Each interviewer was given a different starting address point, thus ensuring a geographic spread of interviews within the areas of interest.

3.7 The interviewing was scheduled to cover three time bands; weekday daytimes, weekday evenings and weekends, to ensure an appropriate mix of individuals. A series of selection questions were used to ensure respondent eligibility.

3.8 All interviews were undertaken by trained and experienced **mrug** research interviewers, operating to IQCS (Interviewer Quality Control Scheme) standards.

## **QUESTIONNAIRE DESIGN**

3.9 Question areas were fairly consistent over time, to allow for easy comparison. **mrug** research developed the questionnaire used in previous waves, incorporating it into our in-house style (Appendix 1).

3.10 The questionnaire was agreed with the Project Manager within the Scottish Executive prior to fieldwork commencing.

## **DATA ANALYSIS**

3.11 All survey data analysis for the project was conducted by **mrug's** in-house data processing and analysis team using SPSS for Windows software. Based in our group head office in Glasgow, they were responsible for running a number of range and logic checks on the data to ensure its validity.

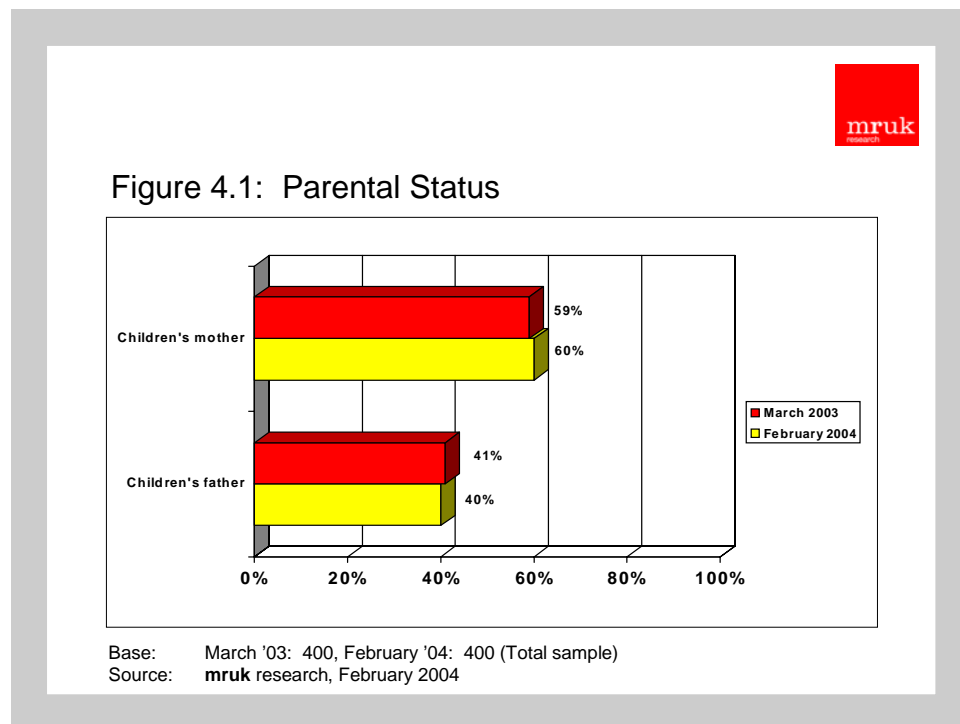
## CHAPTER FOUR RESPONDENT PROFILE

4.1 This section of the report summarises the sample profile.

4.2 Comparisons have been made throughout this report where appropriate with the research undertaken by Progressive Partnership in 2003. However, consideration should be given to variations in campaign strength and structure across the two waves.

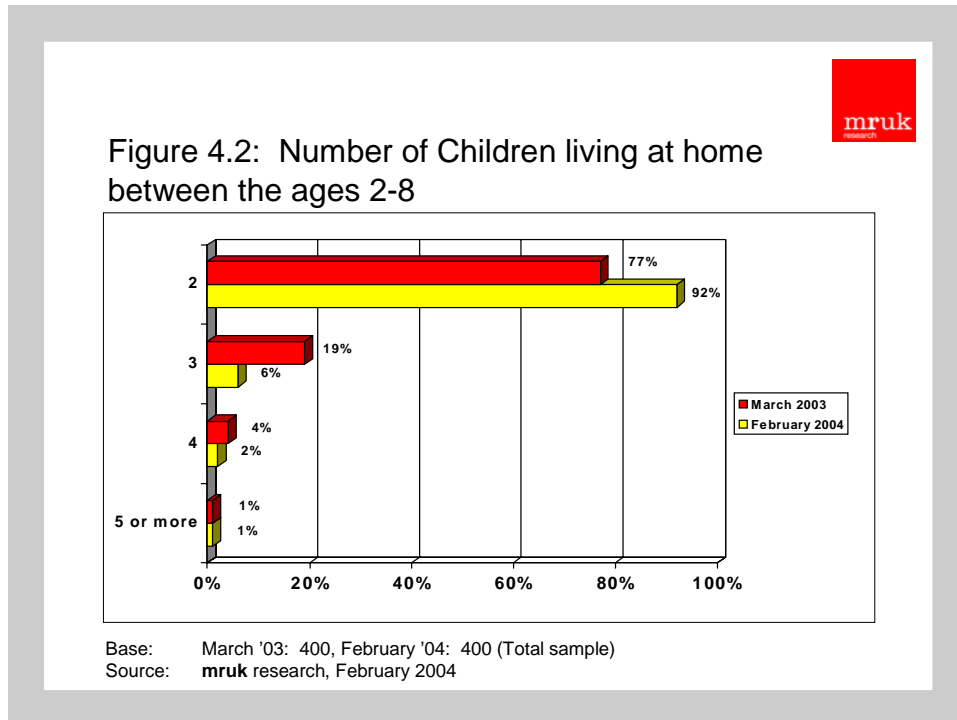
### PARENTAL STATUS

4.3 As with the previous study conducted in March 2003, quotas were imposed on parental status to ensure a higher proportion of mothers were included within the sample.



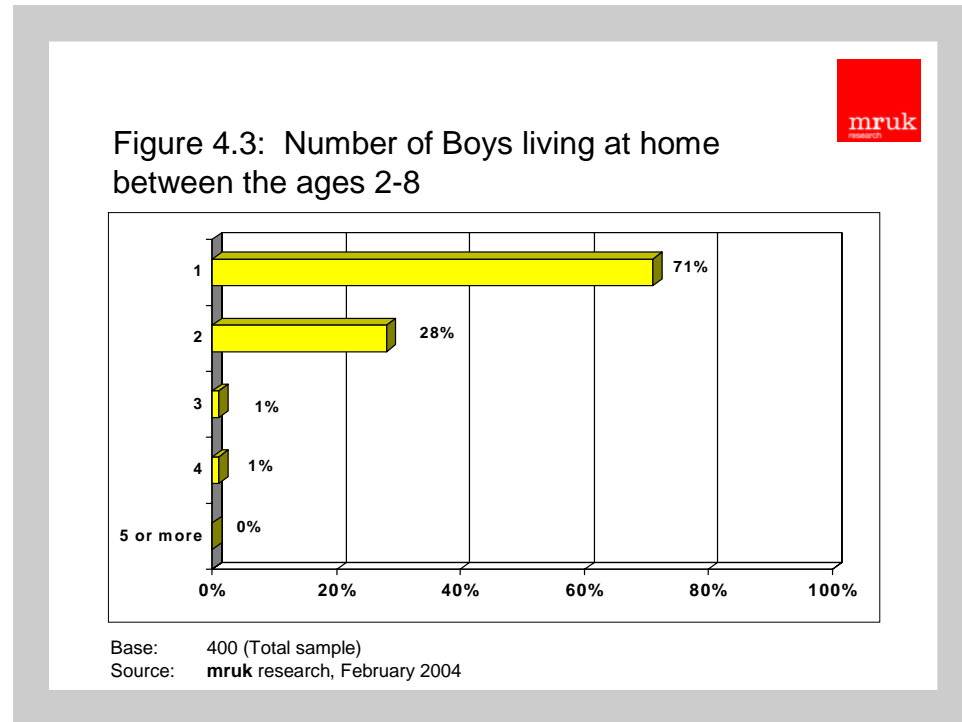
## NUMBER OF CHILDREN LIVING AT HOME BETWEEN THE AGES OF 2 TO 8 YRS

4.4 Across both waves the vast majority of respondents had only two children aged between 2 to 8 years old living at home (influenced by the selection process for participation in the research).



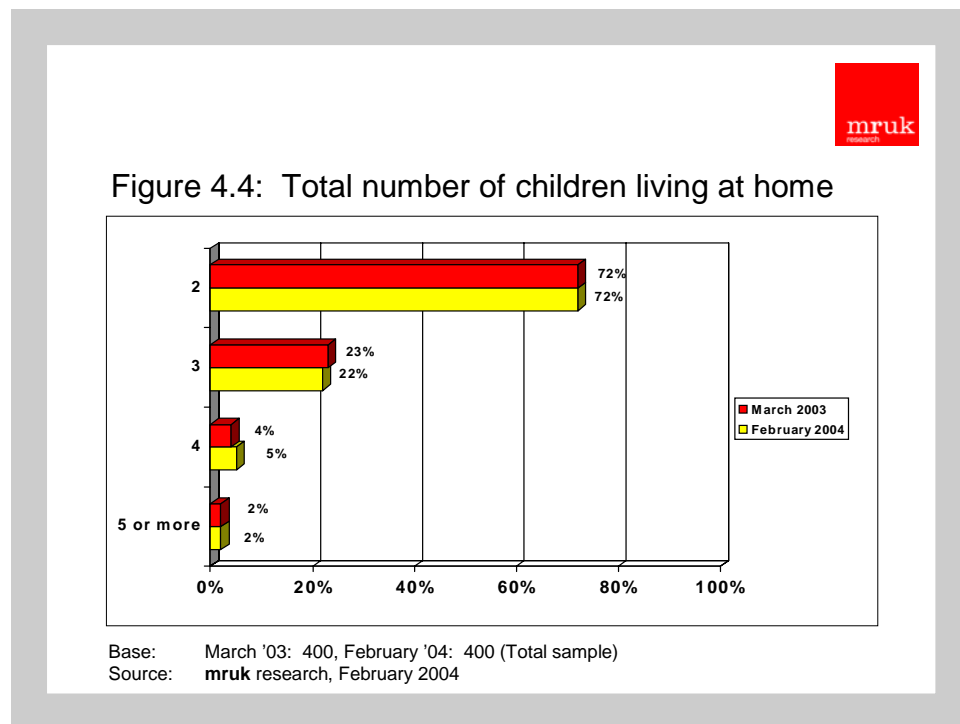
## NUMBER OF BOYS LIVING AT HOME BETWEEN THE AGES OF 2 TO 8 YRS

4.5 The majority of respondents had only the 1 boy between 2 – 8 years old living at home (a prerequisite for participation in the research). For over one quarter (28%) two boys aged 2 – 8 years lived at home.



## TOTAL NUMBER OF CHILDREN LIVING AT HOME

4.6 Almost three quarters of respondents had two children in total living at home, with around a quarter having three children. Those with three children were slightly more likely to be living in the Glasgow area (30%).



## AGE & GENDER OF CHILD

4.7 Given the selection criteria, the greatest proportion of children were aged under 9 years old, with a bias towards males. However, three quarters of all respondents also had a girl in the target age group of 2 – 8 years old living at home.

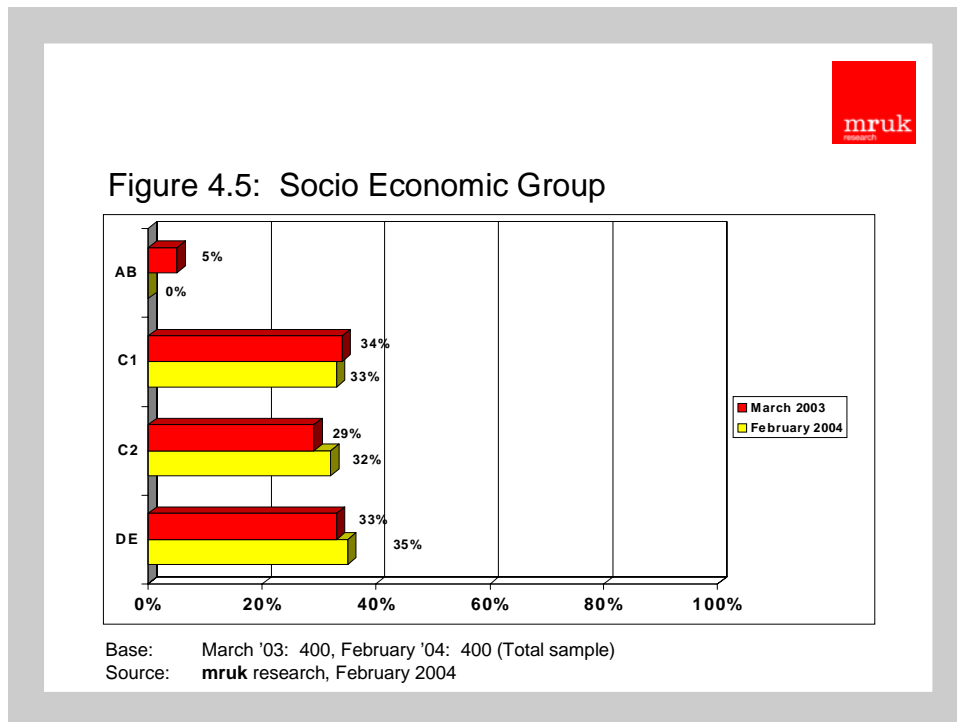
Table 4.1: Age & Gender of Children

AGE	MALE CHILDREN	FEMALE CHILDREN	ANY CHILDREN
	%	%	%
0-4	57	37	78
5-8	60	41	81
9-12	9	6	14
13-16	2	3	5
2-8 (target age group)	100	76	100
<b>BASE</b>	<b>400</b>	<b>400</b>	<b>400</b>

Source: mruk research, February 2004

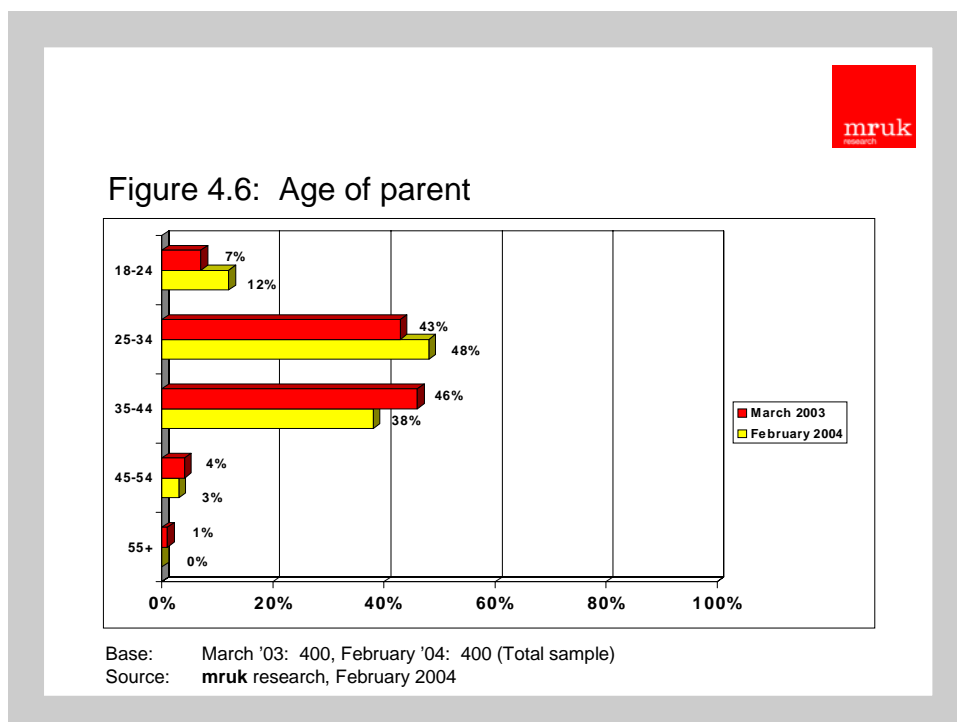
## SOCIO-ECONOMIC GROUP

4.8 In line with the research undertaken in March 2003, quota's were applied to ensure a mix of respondents from C1, C2, DE socio economic groups.



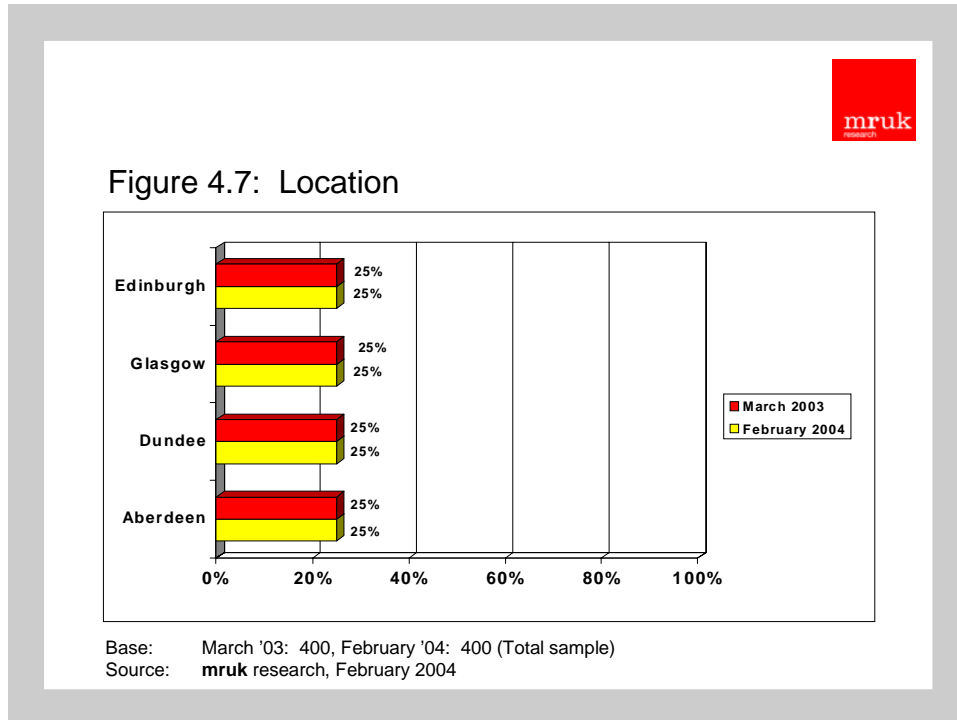
## AGE OF PARENT

4.9 A good mix of parental ages was achieved, with age profiles likely to have been influenced by the selection criteria for eligibility to participate.



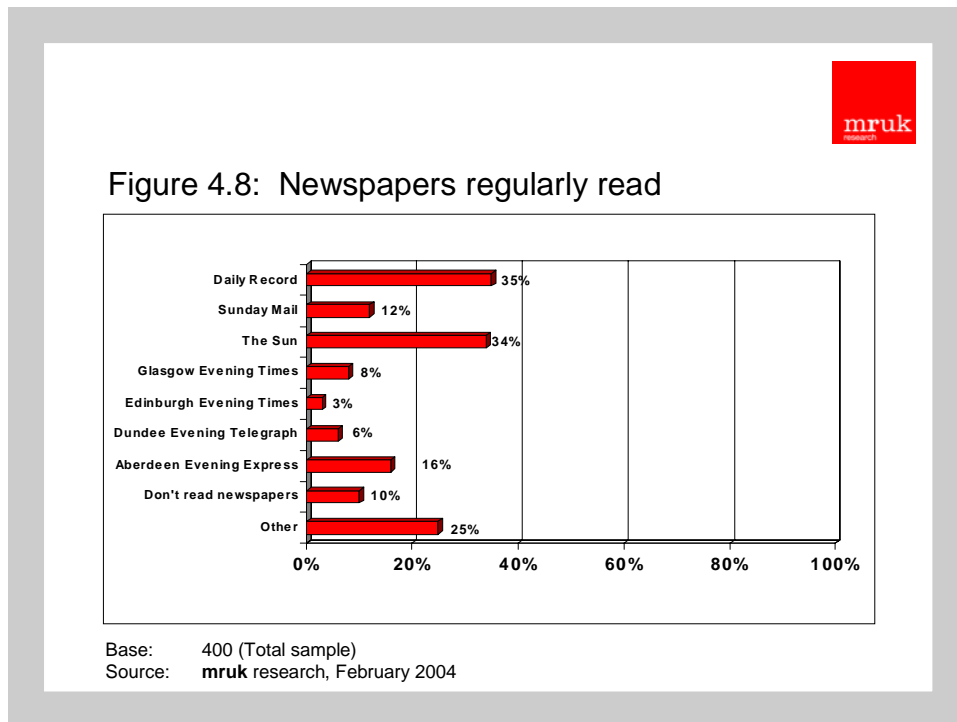
## LOCATION

4.10 In order to allow for comparisons over time, an equal number of interviews were conducted across 4 key geographical areas of interest in Scotland, namely Edinburgh, Glasgow, Aberdeen and Dundee.



## NEWSPAPER READERSHIP

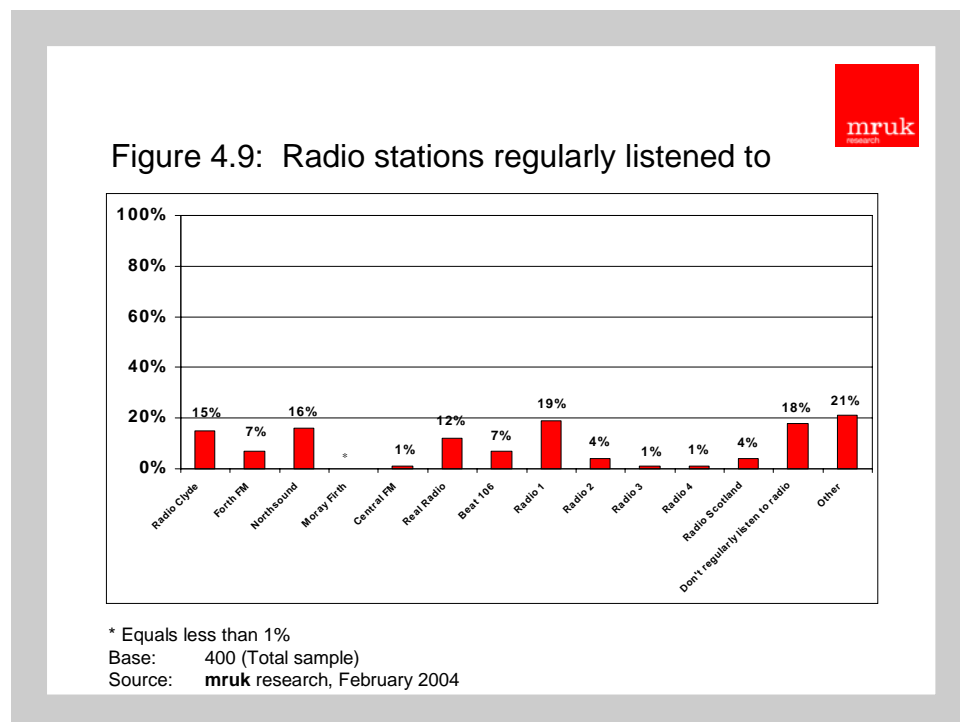
4.11 In total, around 1 in 3 respondents claimed to read the Daily Record (35%) or The Sun (34%) on a regular basis. Readership of The Sun was highest amongst fathers (44%) compared to mothers (28%) and those living in Edinburgh (40%).



4.12 Readership of The Daily Record was particularly strong in Glasgow (67%) in comparison to other sample areas. Only a small proportion (10%) stated that they did not regularly read newspapers.

## RADIO STATIONS REGULARLY LISTENED TO

4.13 Commercial stations listened to on a regular basis within the sample areas included Radio Clyde (15%), Northsound (15%), and Real Radio (12%). One in five preferred to listen to the national radio station Radio 1 (19%), with a similar proportion claiming not to regularly listen to the radio.



4.14 Not surprisingly, radio stations regularly listened to were highly influenced by the geographic areas in which the fieldwork took place.

4.15 The following table demonstrates this variation.

Table 4.2: Radio Stations Listened to by Area

	<b>EDINBURGH</b>	<b>GLASGOW</b>	<b>DUNDEE</b>	<b>ABERDEEN</b>
	<b>%</b>	<b>%</b>	<b>%</b>	<b>%</b>
Radio Clyde	1	55	2	-
Forth FM	25	-	3	-
Northsound	-	-	-	62
Real Radio	28	20	1	-
Don't regularly listen to radio	33	16	17	7
<b>BASE</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>

Source: **mrug** research, February 2004

## CHAPTER FIVE            MAIN FINDINGS

5.1     This section of the report details the main findings from the research, drawing on variations across demographic groups where evident, or where sample sizes allow.

### LENGTH OF TIME SPENT READING WITH CHILD AND TYPE OF MATERIAL READ

#### Length of Time Spent Reading with Child

5.2     In order to ascertain current behaviour with respect to home reading, parents were asked to indicate for each child within the home, how long (in an average week) they spend reading with that child. As respondents may have had more than two children living in the household, we have chosen to report based on number of responses.

Table 5.1: Length of Time Spent Reading with Children

Length of Time	TOTAL MENTIONS %
Under 30 minutes	16
30 mins – 1 hour	19
1 – 2 hours	24
3 – 4 hours	20
5 – 6 hours	5
6+ hours	7
Don't read with child	9
<b>BASE (Total mentions for all children)</b>	<b>948</b>

Source:            **mrug** research, February 2004

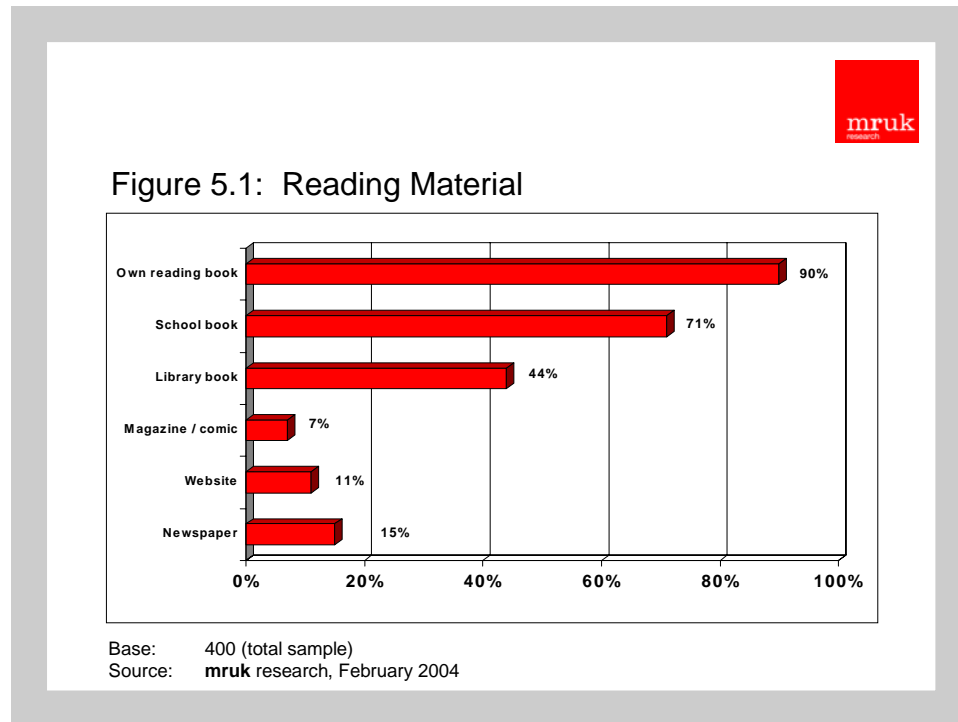
5.3     In the majority of instances, parents were reading with their children for less than 4 hours per week, with around a quarter (24%) reading with their children for 1 – 2 hours per week.

5.4     The length of time spent reading with children was not dissimilar between mothers and fathers, although fathers were slightly more likely to read for under 30 minutes (20% compared with 14% of mothers).

5.5     Those reading with their children for more than 4 hours per week, were slightly more likely to have only 2 or 3 children living in the household.

## Type of Material Read by Children

5.6 All respondents were then asked what type of reading material their children read at home. The majority read their own reading book, followed by 71% who claimed their children read school books at home. Almost half also read magazines / comics (47%), with a similar proportion reading library books (44%) at home.



5.7 Smaller proportions read a newspaper or website at home, with these children most likely to be aged 12+ years.

## RECALL OF ANY ADVERTISING ENCOURAGING READING WITH CHILDREN

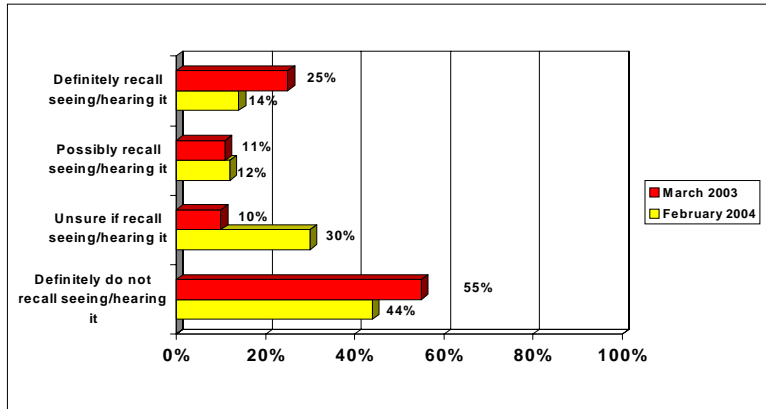
### Recall of Advertising Encouraging Children to Read

5.8 Core to the objectives of the research, all respondents were asked if they recalled seeing or hearing any recent advertising encouraging them to read with their children.

5.9 Just over one quarter of all respondents definitely or possibly recalled seeing / hearing any advertising that encouraged them to read with their children, a fall from just over a third in March 2003.

5.10 However, in interpreting changes in awareness over time consideration should be given to variations in the weight and timings of the campaign across waves.

Figure 5.2: Recall of seeing / hearing any advertising that encouraged reading to children



Base: March '03: 400, February '04: 400 (Total sample)  
 Source: **mruk** research, February 2004

5.11 Recall was highest amongst mothers (31%) compared to fathers (18%), and those living in Glasgow (32%).

5.12 There was also a slightly higher level of 'definite' recall in Aberdeen (21%) and amongst readers of the Aberdeen Evening Times (24% of 62 people) and Northsound listeners (31% of 62 people), both of which carried the advertising campaign. However, consideration should be given here to overall base sizes.

5.13 Although a high proportion (44%) stated they definitely did not recall seeing or hearing such advertising, strength of opinion has fallen when compared to March 2003 (55%).

## Elements of Advertising Recalled (spontaneous)

5.14 Those respondents who claimed to ‘definitely’ or ‘possibly’ recall the advertising were then asked to describe what elements they recalled, in order to help understand communication take out.

5.15 Although direct comparisons with March 2003 executions cannot be made (due to variations in campaign materials, media schedules and question phrasing) key campaign messages continue to be communicated.

5.16 Most commonly, responses related to key campaign messages of encouraging you to read to your children with a quarter of these respondents spontaneously recalling this, together with positive connotations surrounding reading anything with your children.

5.17 Around one in ten recalled specific elements from the radio ads, including stories surrounding astrology and Formula One racing.

Table 5.2: Elements of advertising recalled (spontaneous)

	<b>Feb 2004 %</b>
Encouraging you to read to your children	25
Reading anything to your children is helpful	14
Girl talking about astrology / stars	12
Child telling story about Formula One racing	11
To teach your kids to read	10
Boy talking about stories in newspaper	9
Can read anything from books to newspapers	7
Growing up together	3
Children reading bus tickets	2
Book club at school	2
Scottish Parliament	2
It doesn't matter what you read to them	4
Can't recall	16
Other responses	11
<b>BASE</b>	<b>104</b>

Base: (Those who definitely / possibly recalled seeing / hearing any advertising)

Source: **mrुक** research, February 2004

## Perceived Main Message

5.18 Exploring awareness and understanding further, respondents recalling the advertising were asked spontaneously what they considered the main message to be.

5.19 A range of key messages were recalled with around 1 in 3 (28%) perceiving the main message to be about reading more with child(ren), with a slightly smaller proportion perceiving it to be about encouraging your children to read.

Table 5.3: Key message of Advertising Recalled (Spontaneous)

	<b>Feb 2004</b>
	<b>%</b>
Read more with child(ren)	28
Encourage children to read	22
Doesn't have to be a children's book that you read	18
Children learn through reading	13
Can read anything with child	6
Reading from newspapers / magazines also educational	6
Help to bond with children	4
Reading helps child's imagination	5
Easy to read to child(ren)	1
Can't recall	11
Other	4
<b>BASE</b>	<b>104</b>

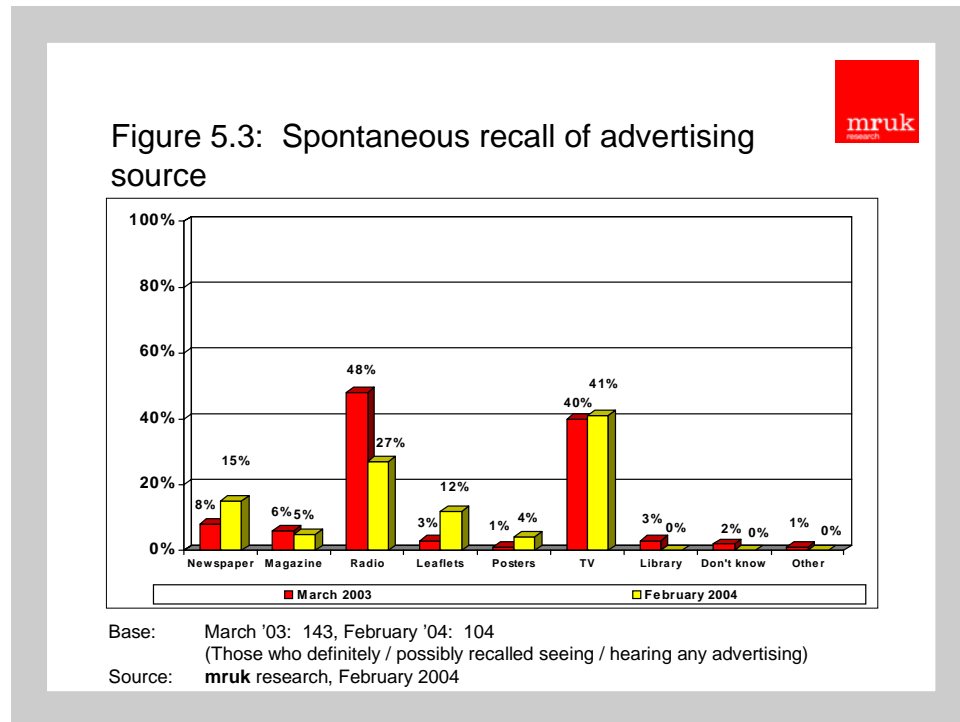
Base: (Those who definitely / possibly recalled seeing / hearing any advertising)

Source: **mrug** research, February 2004

5.20 Around a fifth spontaneously recalled main messages concerning what parents may choose to read with their child and in particular that it doesn't have to be a children's book that you read.

5.21 Positively, from key elements recalled and key messages being communicated, we can be confident that respondents claiming to recall such advertising are recalling the Home Reading campaign itself.

## Spontaneous Recall of Advertising Source



5.22 Although comparisons have been made across waves, consideration should be given to variations in media schedules and question phrasing over time.

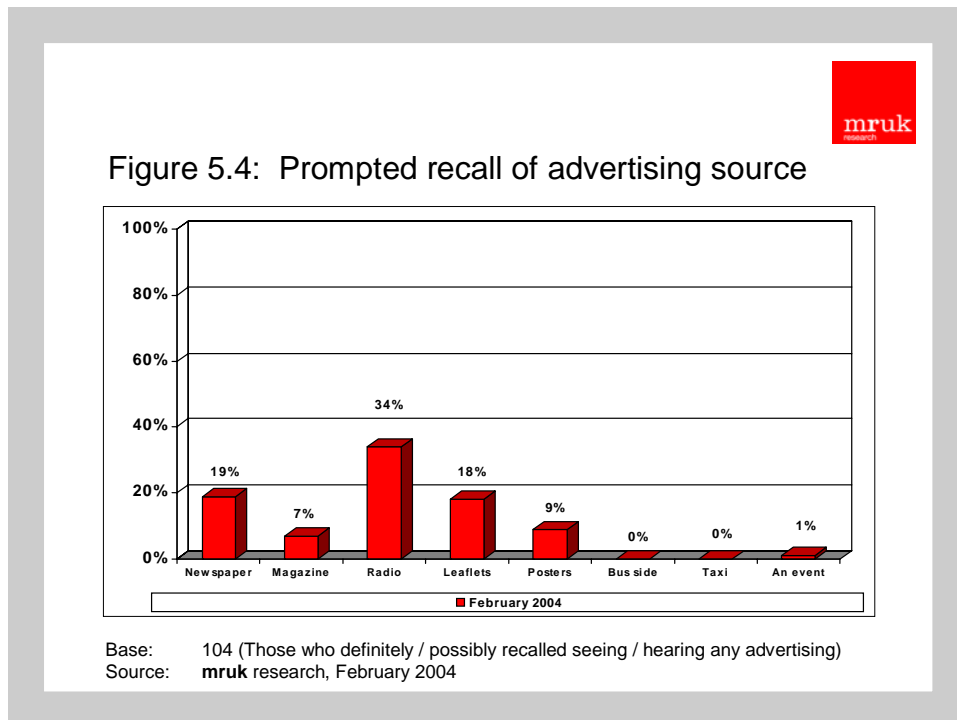
5.23 Just over one quarter (27%) of those recalling the advertising spontaneously recalled the radio as source of recall, a fall from just under half in 2003.

5.24 Spontaneous recall of newspapers as the source of the advertising has almost doubled over time, rising from 8% in March 2003 to 15% in February 2004. This may be attributed to changes in the media buying strategy across waves.

5.25 Around four in ten respondents recalling the advertising spontaneously perceived TV to be the source of recall. In our experiences of undertaking communications research, TV is commonly cited as a source of recall, regardless of media approach. However, in this particular instance, media coverage of the Home Reading Initiative itself may also be influencing such recall.

## Prompted Recall of Advertising Source

5.26 Source of recall was investigated in greater depth in February 2004 with respondents also being prompted on potential sources of advertising recall.



5.27 Recall of radio as the advertising source, increased to just over one third, with around one fifth recalling such advertising in newspapers when prompted.

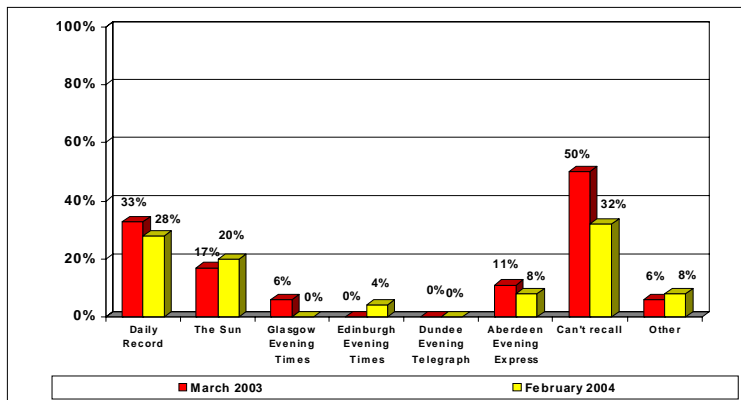
5.28 Prompted recall of such sources was slightly higher amongst mothers when compared to fathers.

## Specific Medium Recalled

*Newspaper in which recalled advertising was seen*

5.29 Amongst those recalling the advertising in a newspaper / magazine (25 respondents in total), the majority recalled seeing the advertising in the Daily Record (28% - 7 respondents) or The Sun (20% - 5 respondents). Around one third could not recall the specific source.

Figure 5.5: Newspaper(s) where advertising was seen (Spontaneous)



Base: March '03: 18, February '04: 25 (Those who recalled seeing advertising in newspaper)  
 Source: **mruk** research, February 2004

### Radio

5.30 A total of 35 respondents recalled hearing the advertising on the radio (34% of those recalling any advertising). Similarities across waves are evident, with Radio Clyde, Forth FM and Real Radio most commonly cited. However, consideration should be given here to low base sizes.

Figure 5.4: Radio Station(s) where Advertising was Heard (Spontaneous)

	March 2003 %	February 2004 %
Radio Clyde	38	37
Northsound	6	26
Forth FM	15	17
Real Radio	21	17
Beat 106	1	3
Westsound	19	-
Radio Borders	4	-
Not Sure	1	9
<b>BASE</b>	<b>68</b>	<b>35</b>

Base: (Those who recalled hearing advertising on the radio)  
 Source: **mruk** research, February 2004

## RECALL OF HOME READING CAMPAIGN EXECUTIONS

5.31 In investigating overall awareness in greater depth respondents were prompted with copies of the press advertising from the latest campaign and allowed to listen to the radio executions before being asked if they recalled seeing or hearing any elements of the campaign. Copies of all the press advertising can be found in Appendix 2 of this report.

### Press Advertising (Prompted)

5.32 Around one in ten respondents recalled each of the newspaper executions after prompting, slightly higher than that reported in March 2003 (however, variations in press designs and media schedules should be considered). March 2003 figures have been reported for information purposes only.

5.33 Awareness levels were slightly higher amongst those living in Edinburgh.

Table 5.5: Prompted Recalled of Press Advertising – February 2004

	<b>‘A Short Story is Better Than no Story’ %</b>	<b>‘Feed Their Imagination’ %</b>	<b>‘Reading – The Original Home Entertainment System’ %</b>
Definitely recall seeing it	7	6	5
Possibly recall seeing it	6	7	5
Unsure if recall seeing it	5	7	5
Definitely do not recall seeing it	83	81	85
<b>BASE</b>	<b>400</b>	<b>400</b>	<b>400</b>

Source: **mruc** research, February 2004

Table 5.6: Prompted Recall of Press Advertising – March 2003

	<b>Sheriff %</b>	<b>Magic Book %</b>	<b>Butterfly %</b>	<b>Mr and Mrs Tap %</b>
Definitely recall seeing it	3	2	4	6
Possibly recall seeing it	3	4	4	4
Unsure if recall seeing it	7	7	7	6
Definitely do not recall seeing it	88	87	85	84
<b>BASE</b>	<b>400</b>	<b>400</b>	<b>400</b>	<b>400</b>

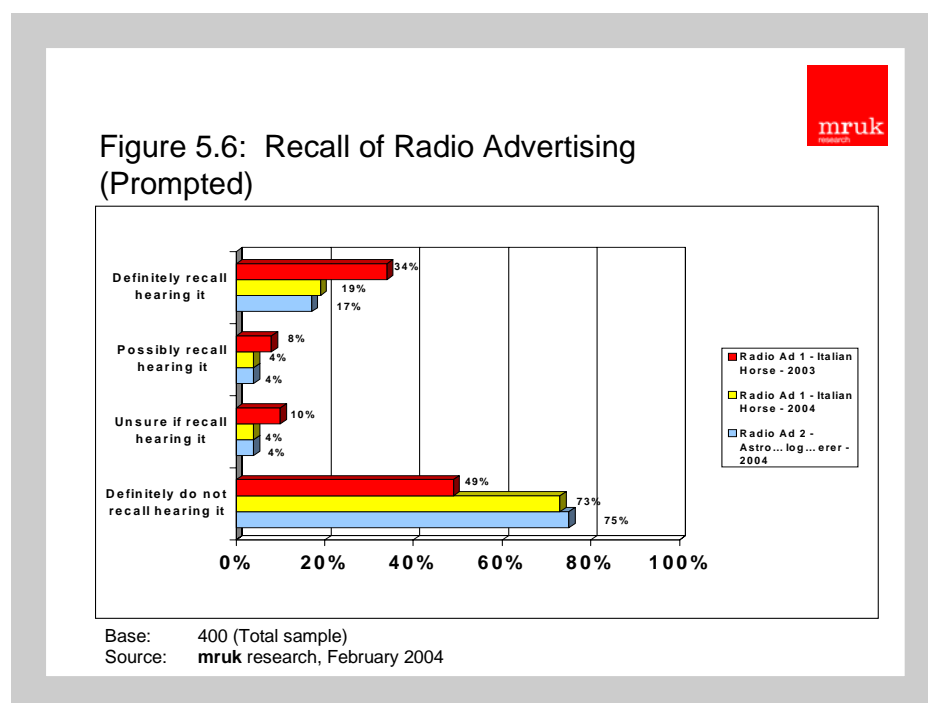
## Recall of Radio Advertising (Prompted)

5.34 All respondents were played the two radio executions from the latest Home Reading campaign and were again asked if they recalled hearing them.

5.35 Just under a fifth of respondents claimed that they ‘definitely’ recalled hearing the Italian Horse advert (19%), with a similar proportion definitely recalling the ‘Astro...log...erer’ advert (17%).

5.36 Although prompted recall of the radio adverts appears to have fallen over time, consideration should be given to the scale and strength of the media campaign across waves.

5.37 Recall across sub-groups was not dissimilar to the total findings, however, mothers were slightly more likely to claim they’d ‘definitely’ heard either of the executions (Ad 1 – 22%, Ad 2 – 19%) compared to fathers (Ad 1 – 14%, Ad 2 – 14%).



5.38 Recall of both radio executions was highest amongst respondents in Edinburgh and Aberdeen compared to Glasgow and Dundee.

Table 5.7: Prompted Recall of Radio Executions by Area

	Italian Horse %				‘Astro... log... erer’ %			
	Edin	Glas	Dund	Aber	Edin	Glas	Dund	Aber
Definitely recall hearing it	26	17	1	30	24	18	2	23
Possibly recall hearing it	1	9	4	3	1	7	5	4
Unsure if recall hearing it	-	6	9	1	1	3	8	3
Definitely do not recall hearing it	73	68	86	66	74	72	85	70
<b>BASE</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>

Source: mruk research, February 2004

## ATTITUDES HELD TOWARDS THE HOME READING CAMPAIGN

5.39 In ascertaining overall attitudes towards the campaign, respondents were read out a series of statements and were asked to indicate how much they agreed or disagreed with each statement. The statements were arranged into sections, to explore different aspects of the campaign – its appeal, communication, relevance and, for those who claimed spontaneously to be aware of the advertising, how the advertising may have influenced their reading habits.

5.40 For the purposes of reporting mean scores have been provided where 1 = agree strongly and 5 = strongly disagree. Thus, the lower the score, the stronger the agreement. Mean scores exclude ‘don’t know’ responses. A full table of all the results pertaining to attitudes from the February 2004 survey can be found in Appendix 3 of this report.

### Appeal of the Advertising

5.41 Overall, there was strong positive agreement with the perception that the advertising “makes you think positively about reading to your children” and that “it is interesting and entertaining”. This was similar to the levels of agreement reported in the previous research.

Table 5.8: Appeal of the Advertising – Mean Scores

Statement	Mean Score			
	March 2003	BASE	February 2004	BASE
It makes me think positively about reading to your children	1.7	397	1.9	389
It is interesting and entertaining	1.9	395	2.0	383

Mean Score given where 1 = strongly agree and 5 = disagree strongly.

5.42 In the latest wave of research agreement was greater amongst mothers than fathers with respect to the perceptions that the advertising made them think positively about reading to their children (mean score of 1.8 compared with 2.0 for fathers) and that the advertising was interesting and entertaining (mean score of 1.9 compared with 2.1 for fathers).

5.43 Whilst there was generally positive agreement across the areas of Glasgow, Dundee and Aberdeen, strength of opinion was slightly lower amongst those living in Edinburgh (but nonetheless positive).

Table 5.9: Appeal Statements by Location – February 2004 – Mean Scores

Statement	Mean Score							
	Edinburgh	BASE	Glasgow	BASE	Dundee	BASE	Aberdeen	BASE
It makes me think positively about reading to your children	2.6	97	1.7	98	1.6	96	1.8	98
It is interesting and entertaining	2.7	97	1.8	96	1.6	96	1.8	94

Mean Score given where 1 = strongly agree and 5 = disagree strongly

## Communication Statements Regarding Advertising

5.44 Respondents were then read a series of statements relating to communication effectiveness. These statements were especially intended to explore how the advertising made parents feel, or think about their own reading behaviour when reading with their children.

5.45 There was generally strong agreement in February 2004 (as in March 2003) that the advertising message was very clear. Positive attitudes were also evident with respect to key messages, including the importance of reading and realising reading isn't just about books.

5.46 Lower levels of agreement were evident with respect to the perception that the advertising had made respondents change what they read with their children. This is not surprising given that not all respondents recalled the advertising.

Table 5.10: Communication Statements – Level of Agreement – Mean Scores

Statement	Mean Score			
	March 2003	BASE	February 2004	BASE
The message is very clear	1.6	395	1.7	382
It makes you think more about reading to children	1.7	397	2.0	388
It makes you realise how important reading is	1.6	400	1.7	389
It makes you realise reading isn't just about books	1.8	397	1.7	389
It has made me change what I read with my children	3.0	398	2.7	376

Mean score given where 1 = strongly agree and 5 = strongly disagree

5.47 Again levels of agreement with each statement was not dissimilar across sub-groups, although again strength of opinion was lower in Edinburgh compared to other geographic locations.

Table 5.11: Communication Statements – Level of Agreement by Area – Mean Scores

Statement	Mean Score							
	Edinburgh	BASE	Glasgow	BASE	Dundee	BASE	Aberdeen	BASE
The message is very clear	2.2	93	1.6	97	1.7	92	1.5	100
It makes you think more about reading to children	2.4	97	1.6	97	1.7	94	2.0	100
It makes you realise how important reading is	2.0	96	1.5	98	1.7	96	1.8	99
It makes you realise reading isn't just about books	1.9	98	1.6	97	1.7	95	1.7	99
It has made me change what I read with my children	2.5	96	2.9	93	2.3	92	3.0	95

Mean Score given where 1 = strongly agree and 5 = disagree strongly

Source: **mruc** research, February 2004

## Relevance of the Advertising

5.48 Again, there was generally strong positive agreement that the advertising was relevant to respondents and that the campaign as a whole demonstrated that reading can be fun and that reading can help children learn, thus demonstrating engagement with the target audience. There was also strong agreement that the advertising ‘makes its point in a clever way’, with key messages being communicated successfully.

Table 5.12: Relevance of the Advertising – Level of Agreement – Mean Scores

Statement	Mean Score			
	March 2003	BASE	February 2004	BASE
The ads are relevant to me	2.3	400	2.1	387
They show that reading can be fun	1.6	398	1.8	394
They show that reading can help children learn	1.5	398	1.6	395
They made their point in a clever way	1.7	398	1.9	385

Mean score given where 1 = strongly agree and 5 = strongly disagree

5.49 Levels of agreement amongst sub-groups were again in line with the total findings, however, Edinburgh respondents were again slightly less likely to agree.

Table 5.13: Relevance of the Advertising – Level of Agreement by Area – Mean Scores

Statement	Edinburgh	BASE	Glasgow	BASE	Dundee	BASE	Aberdeen	BASE
The ads are relevant to me	2.6	95	1.8	98	1.8	95	2.2	99
They show reading can be fun	2.4	98	1.7	99	1.6	97	1.7	100
They show reading can help children learn	1.8	98	1.5	98	1.6	99	1.6	100
They make their point in a clever way	2.7	97	1.6	97	1.7	94	1.6	97

Mean score given where 1 = strongly agree and 5= strongly disagree

Source: **mruk** research, February 2004

## ‘Action’ For Those Aware Of The Advertising

5.50 The final set of statements were only explored amongst those respondents who were spontaneously aware of the advertising.

5.51 These statements differed slightly in February 2004 compared to the previous research in that respondents in March 2003 were asked if the advertising *would* make them consider changing their reading habits. In addition, given that the following attitude statements were asked of all respondents in March 2003, comparisons cannot be made.

Table 5.14: Impact of Advertising on Behaviour

Statement	February 2004	BASE
It has encouraged me to read more often to my children	2.4	97
It has encouraged me to read magazines / newspapers with my children	2.5	97
It has made me think more about the value of reading with my children	1.8	95

Mean score given where 1= strongly agree and 5= strongly disagree

Source: **mruk** research, February 2004

5.52 High levels of agreement were evident with respect to encouragement of reading more often to their children, and the value of reading with children amongst those recalling the advertising.

5.53 Such positive attitudes, along with recall of specific campaign messages are particularly encouraging.

5.54 Although base numbers by different sub-group are low and caution should be taken when analysing results at this level, agreement levels again tended to be stronger amongst mothers compared to fathers.

Table 5.15: Impact of Advertising on Behaviour – Mothers / Fathers

Statement	Mothers	BASE	Fathers	BASE
It has encouraged me to read more often to my children	2.3	70	2.6	27
It has encouraged me to read magazines / newspapers with my children	2.5	70	2.6	27
It has made me think more about the value of reading with my children	1.7	72	1.9	27

Mean score given where 1= strongly agree and 5= strongly disagree

Source: **mruk** research, February 2004

## MAIN BARRIERS TO READING MORE WITH CHILDREN

5.55 Finally, all respondents were asked what the main barriers were to reading more with their children. Overall, finding the time to read to their children was considered the main barrier for over a third (37%) of all respondents. For just over one in ten (14%) a key difficulty was holding their child's attention.

5.56 A number of other reasons were also cited, although a quarter of respondents (25%) believed they already read enough with their children, and a further one in ten (10%) reported there to be no real barriers, it was something they 'just didn't think about'.

Table 5.16: Perceived Barrier to Reading more with Children (Spontaneous)

	<b>%</b>
Finding the time	37
No barriers, read enough with child(ren) already	25
Keeping child's attention	14
No real barriers, just don't think about it	10
Child more interested in watching TV	6
Child more interested in computer games	5
My partner reads with child(ren)	5
Child not interesting in reading / doesn't enjoy reading	3
Don't know	4
None	4
Other	5
<b>BASE</b>	<b>400</b>

5.57 Keeping their child's attention was a particularly pertinent issue for those in Dundee (29%), where respondents were also less likely to claim they already read enough with their children (13% in comparison with 24% in Edinburgh, 34% in Glasgow and 27% in Aberdeen).

## CONCLUSIONS

Although spontaneous recall of advertising encouraging reading to children fell from 36% in March 2003, to just over a quarter in February 2004, this may have been influenced to some extent by variations in the weight of each campaign.

Despite this fall in awareness, it is clear from the research findings that amongst those aware of the advertising, key messages and attributes are being successfully communicated and understood amongst the target audience.

Strong positive opinions were also evident regarding the campaign as a whole with the target audience engaging with the concept, the key messages and the overall aim of the campaign.

Consistent with the previous research, the Home Reading campaign also has real potential to encourage and motivate people to consider their level of reading with their children. This finding was further supported amongst those who had recalled the advertising, with the majority agreeing that the campaign had made them consider their current reading habits with their children.

The total findings were not dissimilar to those reported at sub group level (such as fathers / mothers, number of children, age, SEG, etc) demonstrating the broad appeal of the campaign to parents with children within the target age groups.

APPENDIX 1: QUESTIONNAIRE FROM FEBRUARY 2004 RESEARCH

**FINAL**

**MARKET RESEARCH UK LTD**

City Wall House  
 32 Eastwood Avenue  
 Shawlands  
 Glasgow



**Home Reading (Post)**

**(KK10468)**

**OFFICE USE**

Serial Number

NAME \_\_\_\_\_

ADDRESS \_\_\_\_\_

POSTCODE \_\_\_\_\_

TELEPHONE \_\_\_\_\_

INTERVIEWER ID NUMBER 

--	--	--	--

QUESTIONNAIRE NUMBER 

--	--	--	--

AGE 

--	--

Social class	AB	1	Occupation of Chief Wage Earner: _____
	C1	2	
	C2	3	
	DE	4	

Good morning/afternoon/evening. My name is \_\_\_\_\_ from **mruk** research. We have been commissioned to undertake a survey on reading to children. You have been selected at random to take part in this survey, and I wondered if I could ask you a few questions. It will only take around 10-15 minutes.

This interview has been conducted within the Code of Conduct of the Market Research Society.

INTERVIEWER SIGN \_\_\_\_\_

INTERVIEWER PRINT \_\_\_\_\_

DATE OF INTERVIEW \_\_\_\_\_



**Home Reading (Post)**  
**(KK10468)**

**DO NOT FILL IN  
RESPONDENT DETAILS ON  
THIS PAGE**

**FILL IN ALL OTHER INFO**

**THANKS**

<b>OFFICE USE</b>	(1)	(2)	(3)	(4)
Serial Number				

<b>JOB NUMBER</b>	(5)	(6)	(7)	(8)	(9)
	1	0	4	6	8

<b>INTERVIEWER ID NUMBER</b>	(10)	(11)	(12)	(13)

<b>QUESTIONNAIRE NUMBER</b>				
-----------------------------	--	--	--	--

<b>START TIME</b>	(14)	(15)	(16)	(17)

<b>FINISH TIME</b>	(18)	(19)	(20)	(21)

This interview has been conducted within the Code of Conduct of the Market Research Society.

INTERVIEWER SIGN \_\_\_\_\_

INTERVIEWER PRINT \_\_\_\_\_

DATE OF INTERVIEW \_\_\_\_\_

EDITED BY \_\_\_\_\_ (22)  
DATE \_\_\_\_\_ (23)

CODED BY \_\_\_\_\_ (24)  
DATE \_\_\_\_\_ (25)

SQ1	<b>SHOWCARD 1.</b> Do you or any of your close family or friends work in any of the following industries?		<b>ROUTE</b>
	Advertising	1 (26)	<b>THANK &amp; CLOSE</b>
	Marketing	1 (27)	
	Public Relations	1 (28)	
	Market Research	1 (29)	
	No	1 (30)	<b>CONTINUE</b>

SQ2	How many children do you have living with you between the age of 2 to 8 years?		<b>ROUTE</b>
		(31)	
	None	1	<b>THANK &amp; CLOSE</b>
	1	2	
	2	3	
	3	4	<b>GO TO SQ3</b>
	4	5	
	5 or more	6	

**ALL RESPONDENTS MUST HAVE AT LEAST TWO CHILDREN AGED BETWEEN 2 TO 8 YEARS OLD**

SQ3	How many boys do you have between the ages of 2 to 8 years living at home?		<b>ROUTE</b>
		(32)	
	None	1	<b>THANK &amp; CLOSE</b>
	1	2	
	2	3	
	3	4	<b>CONTINUE</b>
	4	5	
	5 or more	6	

SQ4 SEG

**OCCUPATION OF CHIEF INCOME EARNER**

(Probe for further details only when necessary to determine SEG)

**POSITION/RANK/GRADE**

**QUALIFICATIONS**

**NO. OF STAFF RESP. FOR**

	(33)	
AB	1	<b>THANK &amp; CLOSE</b>
C1	2	
C2	3	<b>CONTINUE</b>
DE	4	

SQ5	Parental Status			<b>ROUTE</b>
	Children's mother	(34)	1	<b>CHECK</b>
	Children's father		2	<b>QUOTA &amp; CONTINUE</b>

Q1 How many children do you have living with you in total?

ROUTE

	(35)
2	1
3	2
4	3
5 or more	4

Q2 How old and what is the gender of each child? **(Note to interviewer, if child under 1 year old, code as '98' under age)**

ROUTE

	AGE (Write in)		MALE	FEMALE	
Child 1	(36)	(37)	1	2	(38)
Child 2	(39)	(40)	1	2	(41)
Child 3	(42)	(43)	1	2	(44)
Child 4	(45)	(46)	1	2	(47)
Child 5	(48)	(49)	1	2	(50)

Q3 Taking each child in turn, in an **average week**, how long do you spend reading with that child? – **Please exclude any school work / homework reading**

ROUTE

	Under 30 mins	30mins – 1 hr	1 – 2 hours	3-4 hours	5-6 hours	6+ hours	Don't read with this child	N/A	
Child 1	1	2	3	4	5	6	7		(51)
Child 2	1	2	3	4	5	6	7		(52)
Child 3	1	2	3	4	5	6	7	8	(53)
Child 4	1	2	3	4	5	6	7	8	(54)
Child 5	1	2	3	4	5	6	7	8	(55)

Q4 Again, taking each child in turn, what does that child read at home? **(Note to interviewer, if child too young to read on own, ask what parent reads to them)**

ROUTE

	Child 1	Child 2	Child 3	Child 4	Child 5
Own reading book	1 (56)	1 (57)	1 (58)	1 (59)	1 (60)
School book	1 (61)	1 (62)	1 (63)	1 (64)	1 (65)
Library book	1 (66)	1 (67)	1 (68)	1 (69)	1 (70)
Magazine / comic	1 (71)	1 (72)	1 (73)	1 (74)	1 (75)
Website	1 (76)	1 (77)	1 (78)	1 (79)	1 (80)
Newspaper	1 (81)	1 (82)	1 (83)	1 (84)	1 (85)
Doesn't read at home	1 (86)	1 (87)	1 (88)	1 (89)	1 (90)
Other (please specify)					
Child 1	(91) (92)				
Child 2		(93) (94)			
Child 3			(95) (96)		
Child 4				(97) (98)	
Child 5					(99) (100)

Q5	<b>SHOWCARD 2.</b> Do you recall seeing or hearing any advertising recently that encouraged you to read to your children?		<b>ROUTE</b>
		(101)	
	Definitely recall seeing it	1	
	Possibly recall seeing it	2	<b>GO TO Q6</b>
	Unsure if recall seeing it	3	<b>GO TO Q12</b>
	Definitely do not recall seeing it	4	
<hr/>			
Q6	What do you remember about this advertising campaign. Can you describe it to me? <b>DO NOT PROMPT – ENSURE CODING CORRECT</b>		<b>ROUTE</b>
	Child telling story about Formula One racing	1 (102)	
	Boy talking about stories in newspaper	1 (103)	
	Girl talking about astrology / stars	1 (104)	
	Reading anything to your children is helpful	1 (105)	<b>GO TO Q7</b>
	Encouraging you to read to your children	1 (106)	
	To teach your kids to read	1 (107)	
	It doesn't matter what you read to them	1 (108)	
	Can read anything from books to newspapers	1 (109)	
	Can't recall	1 (110)	
	Other (please specify)	(111) (112)	
<hr/>			
Q7	What would you say the main messages of the campaign were? What did it say? <b>DO NOT PROMPT – ENSURE CODING CORRECT</b>		<b>ROUTE</b>
	Doesn't have to be a children's book that you read	1 (113)	
	Read more with child(ren)	1 (114)	
	Encourage children to read	1 (115)	
	Children learn through reading	1 (116)	<b>GO TO Q8</b>
	Help to bond with children	1 (117)	
	Can read anything with child	1 (118)	
	Reading from newspapers / magazines also educational	1 (119)	
	Reading helps child's imagination	1 (120)	
	Easy to read to child(ren)	1 (121)	
	Can't recall	1 (122)	
	Other (please specify)	(123) (124)	
<hr/>			

Q8 Where do you recall seeing / hearing the advertising recently that encouraged you to read to your children? **(DO NOT PROMPT – RECORD IN COL A)**

**ROUTE**

Q9 **SHOWCARD 3.** Do you recall seeing / hearing any advertising recently that encouraged you to read to your children in any of the following? **(RECORD IN COL B)**

	<b>COL A</b>	<b>COL B</b>
Newspaper	1 (125)	1 (126)
Magazine	1 (127)	1 (128)
Radio	1 (129)	1 (130)
Leaflets	1 (131)	1 (132)
Posters	1 (133)	1 (134)
Bus side	1 (135)	1 (136)
Taxi	1 (137)	1 (138)
An event	1 (139)	1 (140)
Other (please specify)	(141) (142)	

**IF RECALLED SEEING ANYTHING IN NEWSPAPER AND / OR MAGAZINE GO TO Q10  
IF RECALLED HEARING ANYTHING ON RADIO GO TO Q11**

**ASK Q10 IF THOSE WHO RECALLED NEWSPAPER AND/OR MAGAZINE AT Q8 OR Q9**

Q10 Which newspaper(s) do you recall seeing the advertising in? **DO NOT PROMPT**

**ROUTE**

Daily Record	1 (143)
The Sun	1 (144)
Glasgow Evening Times	1 (145)
Edinburgh Evening Times	1 (146)
Dundee Evening Telegraph	1 (147)
Aberdeen Evening Express	1 (148)
Can't recall	1 (149)
Other (please specify)	(150) (151)

**ASK Q11 OF THOSE WHO RECALLED RADIO AT Q8 OR Q9**

Q11 Which radio station(s) do you recall hearing the advertising on?

**ROUTE**

Radio Clyde	1	(152)
Forth FM	1	(153)
North Sound	1	(154)
West Sound	1	(155)
Moray Firth	1	(156)
Radio Borders	1	(157)
Central FM	1	(158)
Real Radio	1	(159)
Beat 106	1	(160)
Kingdom FM	1	(161)
Isle FM	1	(162)
Oban FM	1	(163)
Nevis Radio	1	(164)
SIBC (Shetland)	1	(165)
Loch Broom (Ullapool)	1	(166)
Radio Awaz	1	(167)
Not sure	1	(168)
Other		
	(169)	(170)

**GO TO Q12**

**ASK ALL**

Q12 **SHOW STIMULUS A-C** Can you now look at these press advertisements. Which of these phrases best describes your recall of these advertisements?

**ROUTE**

ROTATE ORDER OF EXPOSURE	AD A	AD B	AD C
	(171)	(172)	(173)
Definitely recall seeing it	1	1	1
Possibly recall seeing it	2	2	2
Unsure if recall seeing it	3	3	3
Definitely do not recall seeing it	4	4	4

Q13 **SHOWCARD 4.** Can you please listen to this tape that has two radio adverts. Again which of these phrases best describes your recall of these advertisements? **PLAY TAPE**

**ROUTE**

	Radio Ad 1 – Italian Horse	Radio Ad 2 – Astro...log...erer
	(174)	(175)
Definitely recall hearing it	1	1
Possibly recall hearing it	2	2
Unsure if recall hearing it	3	3
Definitely do not recall hearing it	4	4

**ASK Q14 – Q16 OF ALL**

Q14 **SHOWCARD 5.** I am going to read out some phrases about this advertising campaign for reading to your children and ask you to tell me how much you agree or disagree with each statement.

**ROUTE**

<b>APPEAL SECTION TICK START AND ROTATE</b>		<b>Agree Strongly</b>	<b>Agree Slightly</b>	<b>Neither / nor</b>	<b>Disagree Slightly</b>	<b>Disagree Strongly</b>	<b>Don't Know</b>	
a.	It makes you think positively about reading to your children	1	2	3	4	5	6	(176)
b.	It is interesting and entertaining	1	2	3	4	5	6	(177)

Q15 **SHOWCARD 5.** Communication Section

**ROUTE**

<b>TICK START AND ROTATE</b>		<b>Agree Strongly</b>	<b>Agree Slightly</b>	<b>Neither / nor</b>	<b>Disagree Slightly</b>	<b>Disagree Strongly</b>	<b>Don't Know</b>	
a.	The message is very clear	1	2	3	4	5	6	(178)
b.	It makes you think more about reading to children	1	2	3	4	5	6	(179)
c.	It makes you realise how important reading is	1	2	3	4	5	6	(180)
d.	It makes you realise reading isn't just about books	1	2	3	4	5	6	(181)
e.	It has made me change what I read with my children	1	2	3	4	5	6	(182)

Q16 **SHOWCARD 5.** Relevance Section

**ROUTE**

<b>TICK START AND ROTATE</b>		<b>Agree Strongly</b>	<b>Agree Slightly</b>	<b>Neither / nor</b>	<b>Disagree Slightly</b>	<b>Disagree Strongly</b>	<b>Don't Know</b>	
a.	The ads are relevant to me	1	2	3	4	5	6	(183)
b.	They show that reading can be fun	1	2	3	4	5	6	(184)
c.	They show that reading can help children learn	1	2	3	4	5	6	(185)
d.	They make their point in a clever way	1	2	3	4	5	6	(186)

**ASK Q17 OF ONLY THOSE RECALLING AD AT Q5 (code 1 or 2) OTHERWISE GO TO Q18**

Q17 **SHOWCARD 5.** Still thinking about the advertising you recalled.....

**ROUTE**

<b>ACTION SECTION TICK START AND ROTATE</b>		<b>Agree Strongly</b>	<b>Agree Slightly</b>	<b>Neither / nor</b>	<b>Disagree Slightly</b>	<b>Disagree Strongly</b>	<b>Don't Know</b>	
a.	It has encouraged me to read more often to my children	1	2	3	4	5	6	(187)
b.	It has encouraged me to read magazines / newspapers with my children	1	2	3	4	5	6	(188)
c.	It has made me think more about the value of reading with my children	1	2	3	4	5	6	(189)

<b>Q18</b>	<b>What are the main barriers to reading more with your child/children? DO NOT PROMPT</b>			<b>ROUTE</b>
	Finding the time	1	(190)	
	Child not interested in reading / doesn't enjoy reading	1	(191)	
	Keeping child's attention	1	(192)	
	Child more interested in computer games	1	(193)	
	Child more interested in watching TV	1	(194)	
	My partner reads with child(ren)	1	(195)	
	No barriers, read enough with child(ren) already	1	(196)	
	No real barrier, just don't think about it	1	(197)	
	Don't know	1	(198)	
	Other (please specify)			
		(199)	(200)	

### **CLASSIFICATION**

<b>Q19</b>	<b>Age of parent:</b>			<b>ROUTE</b>
			(201)	
	18 – 24		1	
	25 – 34		2	
	35 – 44		3	
	45 – 54		4	
	55 +		5	
<b>Q20</b>	<b>Which newspapers do you regularly read?</b>			<b>ROUTE</b>
	Daily Record	1	(202)	
	Sunday Mail	1	(203)	
	The Sun	1	(204)	
	Glasgow Evening Times	1	(205)	
	Edinburgh Evening Times	1	(206)	
	Dundee Evening Telegraph	1	(207)	
	Aberdeen Evening Express	1	(208)	
	Don't read newspapers	1	(209)	
	Other	1	(210)	

Q21 Which radio stations do you regularly listen to?

**ROUTE**

Radio Clyde	1	(211)
Forth FM	1	(212)
North Sound	1	(213)
West Sound	1	(214)
Moray Firth	1	(215)
Radio Borders	1	(216)
Central FM	1	(217)
Real Radio	1	(218)
Beat 106	1	(219)
Radio 1	1	(220)
Radio 2	1	(221)
Radio 3	1	(222)
Radio 4	1	(223)
Radio Scotland	1	(224)
Don't regularly listen to radio	1	(225)
Other	1	(226)

Q22 Location

**ROUTE**

		(227)
Edinburgh	1	
Glasgow	2	
Dundee	3	
Aberdeen	4	

**THANK RESPONDENT & CLOSE**

**SHOWCARD 1**

**ADVERTISING**

**MARKETING**

**PUBLIC RELATIONS**

**MARKET RESEARCH**

**SHOWCARD 2**

**DEFINITELY RECALL SEEING IT**

**POSSIBLY RECALL SEEING IT**

**UNSURE IF RECALL SEEING IT**

**DEFINITELY DO NOT RECALL SEEING IT**

**SHOWCARD 3**

**NEWSPAPER**

**MAGAZINE**

**RADIO**

**LEAFLETS**

**POSTERS**

**BUS SIDE**

**TAXI**

**AN EVENT**

**SHOWCARD 4**

**DEFINITELY RECALL HEARING IT**

**POSSIBLY RECALL HEARING IT**

**UNSURE IF RECALL HEARING IT**

**DEFINITELY DO NOT RECALL HEARING IT**

**SHOWCARD 5**

**AGREE STRONGLY**

**AGREE**

**NEITHER / NOR**

**DISAGREE SLIGHTLY**

**DISAGREE STRONGLY**

APPENDIX 2 FEBRUARY 2004 SURVEY – LEVELS OF AGREEMENT  
WITH ATTITUDINAL STATEMENTS REGARDING  
HOME READING CAMPAIGN

	Agree strongly %	Agree slightly %	Neither / nor %	Disagree slightly %	Disagree strongly %	Don't know %	BASE
It makes you think positively about reading to your children	40	42	6	6	5	3	400
It is interesting and entertaining	36	40	8	7	5	4	400
The message is very clear	45	39	7	4	2	5	400
It makes you think more about reading to children	39	41	5	7	5	3	400
It makes you realise how important reading is	47	40	3	5	3	3	400
It makes you realise reading isn't just about books	45	43	5	3	2	3	400
It has made me change what I read with my children	23	27	13	19	13	6	400
The ads are relevant to me	36	38	9	9	6	3	400
They show that reading can be fun	43	44	3	5	4	2	400
They show that reading can help children learn	49	45	2	1	2	1	400
They make their point in a clever way	40	40	6	7	4	4	400
It has encouraged me to read more often to my children *	26	30	19	9	10	7	104
It has encouraged me to read magazines / newspapers with my children *	27	25	17	17	7	7	104
It has made me think more about the value of reading with my children *	42	43	4	2	4	5	104

\* Only asked of those respondents who were spontaneously aware of advertising

Source: **mruk** research, February 2004