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IDENTIFIERS
*Oral Language

ABSTRACT
This collection of abstracts is part of a continuing series providing information on recent doctoral dissertations. The 20 titles deal with a variety of topics, including the following: the relationships between reading achievement and such factors as dependency, attitude toward reading, mastery of word attack skills, reaction time on selected psycholinguistic variables, sex, socioeconomic status, intelligence, masculinity and femininity preferences, moral judgment, self-concept and visual imaging; intrasensory integration and memory abilities in average and disabled readers; the relationship between central auditory abilities and decoding in reading; oral language and oral reading development of first-grade children; word consciousness in high and low achievers; the relationship of oral language to reading achievement, word knowledge, and language skills; a semantic model of reading difficulty; relationships between reading achievement and certain sociocultural characteristics of black children; effects of different rates of recorded speech on adult remedial readers' listening comprehension; children's word boundary recognition ability; and phonological awareness and reading acquisition in first-grade children. (544)
Reading Achievement: Characteristics Associated with Success and Failure:

Abstracts of Doctoral Dissertations Published in Dissertation Abstracts International, April through June 1978 (Vol. 38 Nos. 10 through 12)

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This bibliography has been compiled as part of a continuing series designed to make information on relevant dissertations available to users of the ERIC system. Monthly issues of Dissertation Abstracts International are reviewed in order to compile abstracts of dissertations on related topics, which thus become accessible in searches of the ERIC data base. Ordering information for the dissertations themselves is included at the end of the bibliography. Abstracts of the following dissertations are included in this collection:

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CHILDREN'S WORD BOUNDARY RECOGNITION ABILITY: METHODOLOGICAL CONSIDERATIONS

Zifcak, Michael

PHONOLOGICAL AWARENESS AND READING ACQUISITION IN FIRST GRADE CHILDREN
This study investigated differences between the deficient and non-deficient reader in (1) emotional involvement with the mother, (2) early traumatic experiences, (3) dependency, (4) maternal attitudes toward child rearing, and (5) ordinal position. The subjects were white, middle class boys and girls in the fifth grade from five elementary schools in suburban settings. 63 students comprised the study sample. Subjects were administered the Family Relations Test and the Institute for Child Study Security Test. The Parental Attitude Research Instrument and a child-history questionnaire were completed by mothers.

It was hypothesized that the less secure child would show more emotional involvement with the mother figure and that these students would prove to be the deficient readers. Statistical procedures included a t-test and chi-square for significance and a stepwise regression analysis to ascertain the influential dynamics of the factors of sex, ordinal position, early trauma, maternal attitudes of child rearing, child security, and reciprocal feelings between mother and child as these factors relate to the current reading status of the child. Child security and maternal attitudes were found to be significantly related to reading deficiency (p < .001). The implications of these results lean heavily toward a definite relationship between the child's security, maternal attitudes, and the dependent variable of reading status.

The student's raw performance scores of the Lindamood Auditory Conceptualization Test (LAC) and the Sound Blending subtest (SB) were statistically correlated, in combination and separately, with the four subtests of the Silent Reading Diagnostic Test (SRDT).

Results of the study indicated that there was a statistically significant relationship at the .05 level of significance for five of the fifteen product-moment correlation comparisons. From this limited sample it appeared that the Lindamood Auditory Conceptualization Test (LAC) was a better indicator of effective functioning of central auditory abilities in attaining competence in decoding in reading. Scores on the Sound Blending subtest (SB) did not seem to be significantly related to competence on any of the decoding subtests of the Silent Reading Diagnostic Test (SRDT). The data appeared to support the notion that beneficial information may be provided by the LAC and SB which the classroom teacher would find practical in planning appropriate and effective instruction in decoding in reading.
word awareness tends to coincide with Piaget's period of transitions from the pre-operational to the concrete operational stage of cognitive development. (6) Sex appears not to be significant in the development of word consciousness. (7) There do not appear to be significant interaction effects between sex, reading achievement, and word consciousness among primary students.

Recommendations. The findings and conclusions of this study suggest the following: (1) If level of word consciousness is significantly different for high and low achievers in the first grade, then assessing prereaders for this ability might result in more appropriate language activities during this period. (2) The predictive value of the WCI should be investigated as a possible reading readiness tool. (3) Validity studies are needed to determine the construct validity of word awareness as a measure of linguistic competence. (4) Further studies are needed to investigate the relationship between word awareness, reading achievement, and stages of cognitive development. (5) No significant differences exist in word consciousness levels between high and low achievers at the upper primary levels, word consciousness may be strictly developmental. This relationship needs further investigation on a broader population.

A STUDY TO DETERMINE THE CORRELATION BETWEEN STUDENT ATTITUDE TOWARD READING AND READING ACHIEVEMENT OF BOYS AND GIRLS AT VARIOUS GRADE LEVELS IN URBAN, SUBURBAN, AND RURAL SCHOOL SETTINGS

Order No. 7806453


The purpose of this study was to determine the significance of the correlation between reading achievement and attitude toward reading. This relationship was further analyzed by comparing correlations utilizing the following variables: sex, grade level, and socioeconomic setting.

The following information was available for each subject in the study: 1. Sex, 2. A reading achievement score, 3. A reading attitude score.

The population of this study consisted of five hundred fifty-three (553) students in grades four, five and six from the Dayton City Schools, Kettering City Schools, and Wolfe County Schools. The students were all members of heterogeneous groups in self-contained classrooms. All students completed the California Reading Achievement Test, Level 3, Form A and the Estes Attitude Scales: Elementary Form. Ninety (90) of these students were interviewed utilizing the Reading Attitude Interview.

The California Reading Achievement Test, Level 3, Form A, contained two sections, the first section contained forty (40) vocabulary questions and the second section contained forty-two (42) comprehension questions. Both sections were answered by utilizing one of the four (4) multiple choice answers provided for each question.

The Estes Attitude Scales: Elementary Form consisted of three sections: mathematics, reading, and science. Each section contained fourteen Likert rated questions. All three sections were administered but only the reading section was scored.

The five (5) students at each grade level in each socioeconomic school setting achieving the highest five (5) pairs of scores on the reading achievement test and reading attitude scale (accounting for forty-five (45) students) were administering the Reading Attitude Interview. The same procedure was followed for the five (5) students at each grade level in each socioeconomic school setting who achieved the lowest five pairs of scores on the reading achievement test and the reading attitude scale (accounting for forty-five (45) students).

The abovementioned procedures accounted for an interview population of ninety (90) students. The interview instrument was...
The purpose of the study was to determine the degree of relationship that existed between the Metropolitan Achievement Tests, Advanced Battery, Form G, sub-test scores in Reading, Word Knowledge, and Language and the paradigmatic responses on the Oral Paradigmatic/Syntagmatic Language Inventory among eighth grade students. Null hypotheses were tested for a significant correlation between the raw scores on the Oral P/S Language Inventory and the MAT sub-test raw scores in Reading, Word Knowledge, and Language.

DELIBERATIONS OF THE STUDY

This study was limited to the eighth grade students in Westdale Junior High School in East Baton Rouge Parish, Louisiana. The subjects were those who were in attendance in the assigned classes on the days of testing.

Measuring devices were the Oral P/S Language Inventory and the Metropolitan Achievement Tests, Advanced Battery, Form G. The Oral P/S Language Inventory was an individually administered instrument which was composed of 30 stimulus-words. The Metropolitan Achievement Tests, Advanced Battery, Form G was a standardized achievement test normed for use at the eighth grade level.

The statistical device used was the Pearson product-moment method to calculate the correlation coefficients between the Oral P/S Language Inventory scores and the sub-test scores from the MAT. To determine the level of significance, z-scores were used.
The purpose of this study was to determine the relationship between dependency and reading achievement.

Dependency was defined as a form of social behavior which is exhibited when a student seeks help, recognition, attention, proximity, physical contact, approval, and reassurance. Reading achievement was defined as a measure of a child's ability to decode and comprehend written material and to use the knowledge of these two reading components in new situations with new reading material.

Subjects were 145 fifth graders from the Muscile Community Schools, Muncie, Indiana. Their level of dependency was measured by the oral administration of two student questionnaires: the "Dependence Proneness Scale" and the "Children's Dependency Scale" and by ratings from their teachers. Dependency scores were correlated with their reading achievement scores on the Iowa Tests of Basic Skills. The statistical technique employed to test the six null hypotheses was the Pearson Product Moment Correlation.

The hypotheses were formulated based on the study: 1. The "Children's Dependency Scale" is a more valid scale to measure dependency than the "Dependence Proneness Scale." 2. Girls show a slight tendency to rate themselves as more dependent than boys; however, teachers tend to rate boys and girls equally regarding their dependency levels. 3. Girls who are dependent show a tendency to be poorer readers. 4. Child-rearing practices for girls need to be examined since the independent girl tended to be more successful in reading. 5. Boys who are dependent do not show a tendency to be poorer readers. 6. Assessment of the personality construct of dependency is very difficult; since rejection of several null hypotheses raised questions concerning the validity of some of the scales utilized. 7. Teachers should become more aware of the concept of dependency since the dependent child has a different style of learning than the independent one.

The relationship between mastery of selected word attack skills and reading performance was the focus of the study. A new system of semantic measures was used to predict the difficulty of the reading material. The formal structure behind the semantic measures is called SET THEORETIC SEMANTICS (STS). An STS semantic characterization of the style variations consists of breaking down the reading material into grammatical parts, much like diagramming or parsing of sentences. The grammar is very similar in spirit to a context-free grammar in the Chomskian tradition. However, associated with each grammar rule is one or more semantic functions. The arguments to these functions are the concept sets behind the actual elements in the rule. A simple example is the rule:

Noun phrase = adjective + noun

This states that a noun phrase may consist of an adjective followed by a noun, e.g., red ball. The semantics associated with this rule is the set operation INTERSECT. The idea is that the concept set of red-ness is intersected with the concept set of ball-ness.
Methodology

A set theoretical semantics model is applied to two reading tests, the Comprehensive Test of Basic Skills (CTBS) form Q1 and the California Achievement Test (CAT) form 2A. Twenty five synthetic constructs are identified and used as predictor variables in a multiple regression. The dependent variable is then predicted by a nationwide sample of students.

Reading research has previously anticipated that only one third of the variance in reading performance could be explained by such factors. Although the STS model results could have been improved only against this standard, a comparison against results from traditional syntactic analysis is necessary as a benchmark of a comprehensive traditional approach, using 50 synthetic constructs (e.g., number of subjective clauses), called Comprehensive Facet Analysis (CFA) is the competing model.

Two STS and CFA sub-models, based on speculation about how readers process syntactic and semantic features, are offered. These have additive and multiplicative combinations of effects as mathematical representations.

Results

The STS semantic explanation does well when compared to both standards. First, it explains anticipated predictive power by accounting for 68 to 72 percent of the performance variation, depending on test and mathematical representation.

Second, STS was slightly better than the syntactic CFA analysis, where variables accounted for ranges from 56 to 69 percent. More STS variables were found to make a difference in performance.

No preference in either model is seen between additive or multiplicative configurations of effects, although the multiplicative version may make more sense theoretically. Both models, STS and CFA, do extremely well. This result is due in part to the fact that the ratio of items to predictors is quite low. Good predictions can be expected under this circumstance, and a further analysis with a much larger item pool would be more definitive.

Conclusions

The semantic recognition of the syntactic features in reading material is shown to be as important as the traditional viewpoint, which relies on synthetic constructs. The traditional method uses an individual word difficulty predictor not used in STS. Even with this handicap, STS has done as well or better, implying that constructs not explained probably make a significant contribution. The model has been written to include semantic information, although the study recommends that STS be supplemented for this application.

The methodology was adapted from that used by Mercer in a study of socio-cultural influences on intellectual ability, with the major consideration of Mercer's research having been the identification of five important, qualifiable socio-cultural factors: (a) family size, (b) mother's expectation for her child, (c) parental status of the head-of-household, (d) home ownership, and (e) occupational status of the head-of-household. The factors were assessed by interviews with the mother of each individual included in the study.

The relationship of reading readiness and achievement tests used obtained from student records across four reading levels, i.e., readiness through third grade. An analysis of variance was carried out for each of the four measures. Main effects and socio-cultural factors and their interactions were examined. The test for method and interaction effects revealed significant differences for two factors at third-grade level. Because of trends toward significant effects associated with several variables, a method for partitioning the variance associated with variables singularly and in combination was used for further analysis. This analysis revealed that the mother's expectation factor explained the greatest proportion of variance by Y across all reading levels. Further, examination of the variance patterns that home ownership and occupational status of the head-of-household also explained sizable proportions of variance in both the family size factor, and the achievement factor associated with the socio-cultural tasks.

The findings also indicated that there are differences in how test scores for the median and non-modal groups, with largely higher mean scores being attributed to the non-modal group.

Double analysis must be observed taking policy recommendations based on these findings, do support efforts to identify variables that may increase the proportion of variability in children's achievement that can be explained.

The Relationship of Reading Achievement to Reaction Time of College Students on Selected Psycholinguistic Variables

Order No. 790504

Crocket, Beth Gall, Ph.D. New York University, 1977. 134pp. Committee: Professor Josephine P. Ives

Current models and formulations of reading include a strong psycholinguistic component. In addition, reading is thought of, in the context of cognitive psychology, as an information-processing task. In the present study, selected aspects of reading behavior were examined using theoretical linguistic constructs and information-processing methodology. Specifically, this study addressed the question: What are the relations between reading achievement and reaction time on selected psycholinguistic variables?

The desired college students, ranging from 17 to 25 years of age, served as paid participants in this study. Participants completed the Iowa Test of Mental Reading Level 3, a group test of reading comprehension. The score achieved on this test provided a measure of reading achievement which served as the major variable in this study. Each participant then undertook a series of three psycholinguistic tasks. For this phase of the study, participants were seated in individual booths facing a cathode ray (CRT) display screen and a response box with two buttons. The experimental tasks required participants to press appropriately labeled response buttons as directed for each psycholinguistic task. All instructions for the tasks were displayed on the CRT screen. In addition, all experimental materials were presented on the CRT screen. Each task was self-paced, by which an IBM 1800 computer was programmed to present the experimental tasks and to record each participant's responses and reaction times for making the responses. Mean reaction times for each category of psycholinguistic variables served as dependent variables.

A Study of Differences Within Ethnic Background: Relationships Between Reading Achievement and Certain Socio-cultural Characteristics of Black Children

Order No. 782847


The relationships of the socio-cultural characteristics and reading achievement of 82 black elementary school children were examined in a correlational-comparision, correlational study. Children were aged from five schools that were chosen on the basis of ethnic composition.
Four hypotheses were formulated to examine the relationships between reading achievement and reaction time on four selected psycholinguistic variables. Each hypothesis was tested with a zero-order correlation. The level of significance was set at .05.

Hypothesis 1 stated that reading achievement of college students will not be related to mean reaction time in identifying syntactic variants of sentences. A correlation of - .12 was obtained. An r of - .12 is not significant. Thus, Hypothesis 1 is confirmed. There is no significant relationship between reading achievement and reaction time in identifying syntactic variants of sentences. A correlation of - .25 was obtained. An r of - .25 is significant at the .02 level. Thus, Hypothesis 2a is confirmed. This result can be interpreted to mean that as reading achievement increases, the reaction time to syntactic variants decreases.

Hypothesis 2b stated that reading achievement of college students will be negatively related to reaction time in identifying lexical variants of sentences. A correlation of - .19 was obtained. A correlation of - .19 is not significant. Thus, Hypothesis 2b must be rejected. There is no significant relationship between reaction achievement and reaction time for lexical variants of sentences.

Hypothesis 3 stated that reading achievement of college students will be negatively related to reaction time in making inferential judgments with respect to sentences. A correlation of - .12 was obtained. A correlation of - .12 is not significant. Hypothesis 3 is rejected. There is no significant relationship between reading achievement and reaction time for drawing inferences from sentences. However, the r is sufficiently close to reaching significance that the existence of a relationship between reading achievement and reaction time for drawing inferences from sentences cannot be disregarded.

THE RELATIONSHIP OF READING ATTITUDES TO ACHIEVEMENT, SEX, AND SOCIAL CLASS AMONG FIFTH GRADE PUPILS


Purpose

The main purpose of this study was to investigate the relationship of children's reading attitudes to social class. A secondary purpose of the study was to investigate the relationship of achievement and sex to reading attitudes and social class.

Procedures

Three hundred fourteen fifth grade pupils from a rural and an urban area in East Tennessee were chosen for the study. The Birmingham Attitude Scale was utilized in obtaining positive or negative attitude direction for each subject. This scale was chosen over possible others because of its unique feature—the scale contains items which are representative of children's feelings toward reading rather than items which adults consider important. Social classification was determined by the Hollingshead Two-Factor Index of Social Position which employs a weighted formula against father's occupation and years of schooling to determine social class level. Each social class level was determined from the Metropolitan Achievement Test with scores below 5.0 constituting low achievers; scores from 5.0 to 6.0 constituting average achievers; and scores above 6.0 constituting high achievers. A 3 X 3 X 2 factorial design was employed to analyze the three levels of social class, the three levels of achievement, and the two levels of sex. The dependent variable was reading attitudes. F-tests were computed to determine significant differences between groups. To determine location of interactions, a post hoc procedure (Duncan's New Multiple Range Test) was where significant F's appeared.
Data were collected in October, 1975 and 1976. The data were inspected by an analysis of variance which examined both main effects and interactions among the independent variables. Based upon the results of the analysis of variance findings, the following conclusions were made: (1) locus of control influenced reading scores; (2) there were no interaction effects; (3) locus of control accounted for more of the variance than did socioeconomic status even when intelligence was a variable; (4) sex was not a significant variable.

General conclusions were made about the use of the short form of the Novick-Strickland Locus of Control Scale for Children as a viable alternative to the long form and the need for more refined measurement instruments in instruction studies. Recommendations for future research focused upon theoretical considerations as well as possible contributions to research in reading curriculum based upon the findings.

THE EFFECTS OF DIFFERENT RATES OF RECORDED SPEECH ON THE LISTENING COMPREHENSION OF ADULT REMEDIAL READERS


The purpose of this study was to investigate differences in average (mean levels of listening comprehension of adult remedial readers presented with verbal instructional materials written at 6.5 reading level and recorded at speech rates of 60, 120, 180, and 240 wpm.

The study sample consisted of 231 adult students enrolled in 14 Communication Skills I classes at seven of Georgia’s 29 Area Vocational-Technical schools. All but one school was randomly selected.

The research design was a four by seven (4 x 7) treatments by-subjects design in which there were four speech-rate variables and seven reading-level variables. The vocabulary portion of the California Achievement Test, Form W (1957), was the instrument employed to categorize subjects according to seven grade levels of reading ability: Under-3.0, 3.0-3.9, 4.0-4.9, 5.0-5.9, 6.0-6.9, 7.0-7.9, 8.0-8.9.

Each subject was randomly assigned to listen to one of four speech rates of identical factual material prepared by the researcher about the pricing codes of retail merchants. The reading grade level of the listening section was 6.5 as measured by the average of three readability formulas—Dale-Chall, Flesch, and Gunning.

Judges and two pilot studies were utilized to verify the three achievement tests constructed to measure Knowledge, Comprehension, and Application according to Bloom’s (1969) Taxonomy, with each test containing ten multiple-choice items, or a total of 30 items. While seated in individual carrels, the subjects were headphonized and listened to a continuous tape consisting of the instructions, factual passage, and test items.

There were three types of statistical analysis used to test the data: multivariate analysis of variance (MANOVA), univariate analysis (ANOVA), Scheffé’s test of multiple comparison. The MANOVA and ANOVA tested at the .05 level of significance and the Scheffé at the .10 level.

On the basis of the data gathered and analyzed from this population, the following conclusions are warranted: (1) There is no optimum speech rate manifested for the subjects as a whole or for subjects segregated according to reading ability. (2) When subjects are presented with recorded verbal instructional material of identical content, there is no indication that the slower expanded rates of 60 and 120 wpm result in significantly greater listening comprehension. (3) Listening comprehension and reading ability appear to be related verbal skills. Listening comprehension tends to vary directly with the level of reading ability. (4) The poorest readers exhibit the poorest listening comprehension; better readers are also the better listeners, as measured by scores on listening comprehension. (5) The listening comprehension of subjects does not seem to be affected when they are presented recorded oral materials written at reading grade levels below grade levels above their own particular reading level.

A COMPARISON OF SCORES OF FIRST-YEAR COLLEGE STUDENTS BETWEEN THE ARROW GROUP TEST AND SELECTED ACADEMIC, READING, AND INTELLECTUAL VARIABLES


The purpose of this study was to determine if there is a relationship between comprehending and visualizing the sentence structures of quantity, direction, and sequence of events in a given sentence by readers of varied reading achievement.

Visual imagery was diminished as an area of psychological inquiry by Watson and his behaviorist followers in the 1950s. Rejuvenated interest by contemporary researchers has shown visual imagery to have value as a learning and memory mediator.

A sample (N = 95) was drawn from two introductory psychology courses (N = 150) which were held during the spring quarter, 1977, at the University of Southern Mississippi (USM).

Three tests were administered to the study-subjects: the Otis Quick Scoring Mental Ability Test (Otis IQ), the Nelson-Denny Reading Test (NDRT), and the specially constructed Arrow Group Test (AGT).

The AGT consists of 25 sentences with 25 matching sets of arrow groups which symbolically represent the sentence structure(s) including quantity, direction, and sequence of events. In addition to the tests administered, part of the study-subjects' (N = 79) American College Test (ACT) scores were made available by the students and acquired from the University of Southern Mississippi Admissions Office. These scores were used as the variables in the regression predictor equation.

Because the Arrow Group Test was a new instrument, a pilot study was instituted to verify directions for administration of the AGT and sentence wording and, also, to determine the most effective slide exposure time of the arrow groups. This small study was done at the USM Reading Center. Subjects (N = 10) were volunteers from junior-level reading classes, which were being held during the Fall Quarter of 1976.

Hypotheses generated in the study proper pertained to finding a significant relationship between the independent variables of intelligence (Otis IQ), reading achievement (NDRT), general academic achievement (ACT), sex, and the criterion variable, AGT.

The data were analyzed by a positive stepwise regression equation that would reveal the relative amounts of accountable variance contributed by the regression predictor variables with the AGT as criterion variable.

Intelligence (Otis IQ, R = .41) in the full regression model was revealed as the best predictor variable of the AGT under the circumstances of the study. English—ACT (R = .42), NDRT (R = .47), sex (R = .49), natural science—ACT (R = .53), and mathematics—ACT (R = .52) were the remaining predictors as they added significant variance to the AGT. The simple relationships existing between the AGT and reading (NDRT) were vocabulary (r = .331), comprehension (r = .551), rate (r = .009), and total (r = .553).
A STUDY OF THE RELATIONSHIP AMONG MORAL JUDGMENT, SELF-CONCEPT, AND READING ACHIEVEMENT OF FIFTH-GRADE STUDENTS  
Order No. 7802934


Purpose of the Study

The purpose of this study was to examine possible relationships among moral judgment, self-concept, and reading achievement of randomly selected fifth-grade students in the state of Mississippi.

Procedure

Eighty-one students were chosen at random from the total fifth-grade population of Poplarville Upper Elementary School, Poplarville, Mississippi. The Piaget's Moral Judgment Dilemmas Test was administered to identify students of high and low moral judgment. Twenty were classified as high moral judgment students, twenty were classified as low moral judgment students, and the rest of the students were classified between high and low moral judgment. Later, the Coopersmith Self-Esteem Inventory and the California Achievement Test were administered to these forty subjects (twenty high moral judgment students and twenty low moral judgment students) to measure their self-concept scores and reading achievement scores. All the test scores achieved from the Piaget's Moral Judgment Dilemmas Test, California Achievement Test, and Coopersmith Self-Esteem Inventory were subsequently grouped for analysis purposes. To compute the data, the packaged statistics program Statistical Package for Social Sciences (SPSS) was used. Two statistical models (t test and Pearson Product moment correlation) were employed to analyze the data. To find the best predictor for reading grade equivalency, a stepwise multiple regression was run. The .05 level of probability was used to establish a significant relationship.

Results

The data presented in this study indicate the following results: (1) There is a significant and positive relationship ($r = .58, t = 4.43, p < .01$) between moral judgment test scores and reading achievement scores of the subjects. (2) There is a significant and positive relationship ($r = .34, p < .05$) between self-concept scores and reading achievement scores of the subjects. (3) There is a significant and positive relationship ($r = .58, t = 4.76, p < .01$) between moral judgment and self-concept of the subjects. (4) There is a significant and positive relationship ($r = .64, p < .01$) between moral judgment scores and IQ scores of the subjects.

Conclusions

The major conclusions are as follows: (1) A significant and positive relationship between moral judgment and reading grade equivalency was established. Therefore, it can be concluded that teachers, parents, administrators, and others who are intimately connected with children might find that programs aimed at developing moral judgment will also improve reading ability. (2) A significant and positive correlation between reading grade equivalency and self-concept of the subjects was found. Therefore, it can be concluded that teachers, parents, administrators, and others can work together to improve the child's self-concept, which in turn can have positive implications for academic performance of the subjects (specifically in reading area). (3) A significant and positive relationship was found between the self-concept and moral judgment of the subjects. And moral judgment is the best predictor of reading grade equivalency, also. Therefore, it can be concluded that teachers, parents, administrators, and others can work on the moral judgment of children to improve their self-concept and academic achievement. Subsequently, the child with high moral judgment can achieve high scores on self-concept and in reading.

THE DIFFERENCE BETWEEN CHILDREN'S MASCULINITY AND FEMININITY PREFERENCES AND THEIR BEGINNING READING ACHIEVEMENT  
Order No. 7803737


Problem

The problem was an investigation of the following questions: 1. Is there any difference between a student's masculinity or femininity preferences and his total reading achievement score at the end of first grade? 2. Is there any difference in the sex role preference of students when both parents' scores indicate feminine preference? 3. Is there any difference in the sex role preference of students when both parents' scores indicate masculine preferences? 4. Is there any difference in the sex role preference of students when the father's score indicates masculine preferences and the mother's score indicates feminine preferences?

Procedure

The data were obtained from brothers and sisters in grades two and three of the ( ) Area School District and their parents. The data consisted of the children's beginning reading achievement as measured at the end of first grade: An IT Scale For Children score for each child; and a Gough score for each parent. The children had been administered the reading achievement test by the classroom teachers. The IT Scale For Children was administered to each child by the researcher, and the Gough results for each parent were obtained from a questionnaire that had been mailed to the parents and then returned to the researcher.

Findings

All data requiring statistical analyses were tested at the .05 level to determine if there was a significant difference. The "t" test was used. The following findings are a result of the analysis of the data: 1. A significant difference was found between the reading scores of the children who scored feminine on the IT Scale For Children and the reading scores of the children who scored masculine on the IT Scale For Children. The tests appear to indicate that when examining a child's reading achievement, more importance can be placed on the masculine or feminine preference of each child rather than on the sex of the child. 2. No significant difference was found between the IT scores of the children whose parents both scored feminine on the Gough scale and the IT scores of the children who parents did not both score feminine on the Gough scale. This finding indicates that both parents being feminine had little, if any, influence on the sex preferences of their children. 3. The effects on the child's masculinity or femininity scores when both parents were masculine was not testable because there were no occurrences of both parents scoring masculine. 4. No significant difference was found between the IT scores of the children whose fathers scored masculine on the Gough scale and whose mothers scored feminine, and the IT scores of the children whose parents did not score fathers' masculine and mothers' feminine on the Gough scale. This finding indicates that the father being masculine and the mother being feminine leaves little, if any influence on the sex preference of their children. This would appear to indicate that there are other factors that influence the child in shaping his sex preference behavior. Some of those other factors may include peers, sibling influence, and other environmental conditions.
The purpose of the present study was to investigate the development of the child's ability to recognize word boundaries in both speech and print, and to relate this ability to measures of reading achievement.

The results of recent attempts to investigate the development of word boundary recognition ability in young children have been equivocal at best and often difficult to interpret. Discrepant findings have also been reported in attempts to relate this ability to reading achievement. The most apparent reason for this confusion is that a variety of methodological procedures have been employed.

A total of ninety (90) children were studied, thirty (30) each from Kindergarten, First and Second grades. Each child was evaluated on six different word boundary tasks, three each within the modalities of speech and print. In addition, reading achievement or reading readiness scores were obtained both at the beginning and end of the school year.

Questions were investigated as to the degree of agreement among the various word boundary tasks and the internal consistency of each task. The relationship between word boundary tasks and reading ability was also considered as was the ability of these tasks to predict future reading achievement. In addition, the developmental sequence of this ability and whether it is the same for each task was investigated.

Questions of reliability were analyzed within matrices of correlation coefficients. A multiple regression model was used to consider questions related to incremental and predictive validity. An analysis of variance and trend analysis were performed to investigate the development of word boundary recognition ability across grade levels.

Results indicate that, given the fragile nature of the six tasks sampled, all except one are adequately internally consistent. Although these tasks are related and appear to measure some facet of the same ability, the tasks are not interchangeable. The relationships among the various tasks are differentially influenced by the particular grade level so that word boundary studies would best not generalize across tasks nor over different grade levels.

The various word boundary tasks were differentially related to reading achievement with a specific combination of tasks at a given grade significantly predicting end of year reading achievement. Certain word boundary tasks provide unique information beyond a previous reading achievement score in predicting end of year reading achievement. Such findings further emphasize the lack of comparability among the tasks.

The child's ability to recognize word boundaries improves in a linear fashion across grade level. The child initially develops an understanding of word boundaries in speech and by first grade begins to understand this concept in print. By second grade the ability is well developed in both modalities. However, the rate of development is specific to the particular task employed.

Various educational implications of this study were discussed. Specifically, it is premature for word boundary tasks to be introduced into school curricula or to be used as a measure of assessing reading skills. Previous investigators have devised word boundary tasks without appropriate methodological considerations. The present study has provided this necessary information with specific suggestions for further research.
Results and Conclusions

First grade children frequently omit representation of the nasal segment before voiceless stop consonants in their non-standard spellings. However, these same children do represent nasality before voiced stop consonants, in non-homorganic pairs, and in other letter positions (all p's < .001). In general, then, the results confirm earlier findings that the first grade child's invented spellings are not haphazard but reveal an abstract analysis of English phonology. Each child's invented spellings are highly predictable once his own, non-adult system of phonological relationships is understood.

The results show a strong positive correlation among all three measures of phonological awareness (p's < .01). The best single predictor of the first grade child's reading performance is phoneme segmentation ability, and, together, phoneme segmentation and invented spelling abilities provide the optimum prediction of success in learning to read (p's < .01). Phonological elision ability, intelligence, socio-economic status, chronological age, and sex do not make a significant contribution to the prediction of reading success (p< .01).

The study thus suggests that phonological awareness as measured by phoneme segmentation and invented spelling abilities may be an essential prerequisite to successful reading performance for the first grader. The results also demonstrate that exceptional intelligence or an exceptional environment is not necessarily responsible for this strong relationship between phonological awareness and reading ability, nor is this relationship directly dependent on chronological age or sex.
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