Reading Achievement: Characteristics Associated with Success and Failure. Abstracts of Doctoral Dissertations Published in "Dissertation Abstracts International," July through December 1982 (Vol. 43 Nos. 1 through 6).

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This collection of abstracts is part of a continuing series providing information on recent doctoral dissertations. The 35 titles deal with a variety of topics, including the following: (1) developmental patterns of good and poor readers; (2) teacher perception of principal leadership behavior and student reading achievement; (3) cognitive style and students' ability to perform reading tasks in content areas; (4) the acquisition and transfer of a new reading skill in students with high or low self-concept; (5) the effect of nonpromotion on self-concept and reading achievement; (6) variables that affect reading interests and abilities in junior high school students; (7) demonstrated story grammar usage and beginning reading success; (8) reading strategies of low, average, and high ability readers across selected content areas; (9) the relationships between structured and nonstructured television viewing and reading achievement among fourth grade students; and (10) secondary school students' perceptions of self- and peer-reading behaviors, attitudes, and evaluations. (HOD)
Reading Achievement:

Characteristics Associated with Success and Failure

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THE DEVELOPMENT AND VALIDATION OF TWO ATTITUDE SCALES AND AN INVESTIGATION OF THE RELATIONSHIPS AMONG SELECTED ATTITUDE AND READING ACHIEVEMENT VARIABLES

Order No. DA8224585
Advanced Studies, University of Maryland, 1982. 128pp. Supervisor, Dr Linda M. Bancroft

There were two major purposes of this research. They were: (1) to develop and validate two attitude scales for third and sixth grade students, and (2) to determine the relationships among attitude towards reading, self-concept as a reader and reading achievement at third and sixth grade levels. The hypotheses were: (1) Attitude towards reading consists of discrete factors (value of reading and self-concept as a reader) which can be identified and measured. (2) There will be a significant relationship between value of reading and reading achievement for third and sixth graders. (3) There will be a significant relationship between self-concept as a reader and reading achievement for third and sixth graders. (4) There will be significant differences among above average, average, and below average readers on the Value of Reading Scale and the Self-Concept As A Reader Scale for third and sixth graders. (5) There will be no grade level differences on the Value of Reading Scale and the Self-Concept As A Reader Scale for third and sixth graders. (6) There will be no sex differences on the Value of Reading Scale and the Self-Concept As A Reader Scale for third and sixth graders.

Procedures. Subjects were 484 third and sixth graders from six public schools representing diversified communities in Maryland. The instrumentation employed for validation of the attitude scales was: (1) Value of Reading was measured by The Estes Attitude Scales. (2) Self-Concept As A Reader was measured by the Coopersmith Self-Esteem Inventory. (3) Existing reading achievement tests scores were obtained to determine the relationship of Value of Reading, Self-Concept As A Reader, and reading achievement.

Findings. This study developed and validated two ten-statement instruments, Value of Reading and Self-Concept As A Reader, for third and sixth graders. Two factors, Value of Reading and Self-Concept As A Reader, were determined. Test-retest procedures revealed reliability coefficients of .72 for Value of Reading and .63 for Self-Concept As A Reader. Non significant relationships were determined among Value of Reading, Self-Concept As A Reader, and reading achievement for third and sixth graders. Significant relationships were determined for Value of Reading, Self-Concept As A Reader, and reading achievement for third and sixth graders. Males scored higher than females. Additional validation research is recommended.

SECONDARY SCHOOL STUDENTS' PERCEPTIONS OF SELF- AND PEER-READING BEHAVIORS, ATTITUDES, AND EVALUATIONS

Order No. DA8214960

The primary purpose of this study was to investigate the impact of peer influence upon the reading achievement of secondary-school students. A further purpose was to suggest greater utility of peer influence for the promotion of reading achievement. Subjects for this study were 252 volunteer participants, 114 girls and 138 boys from the ninth and twelfth grades who were the highest reading levels in the high school populations of two parochial schools and a girls academy and a boys academy. Selection was made by the participating institutions on the bases of student choice, parental consent, and institutional convenience. The students were subjected to Part I of the Diagnostic Reading Test Survey Section and a Peer Influence Questionnaire designed by the investigator.
The rationale was based upon the Pygmalion studies of Rosenthal and Jacobson and upon the adolescence studies of Erikson.

The data was submitted to t-tests and analysis of variance. Significant differences between group responses reflected peer independence, while non-significance of difference between categories of response was considered evidence of peer influence between category subjects.

**Major Findings.** Peer influence was in evidence among the comparable categories of sex, grade, reading achievement, and socio-economic class.

In reference to the main purposes of the study, there was no evidence that peer influence was more or less operative among reading achievement categories. However, significant levels of peer influence occurred consistently among Below-Average-Reading Achievers in their reported reading habits and reading associated activities, while greater peer independence was in evidence for Above-Average-Reading Achievers.

For greater utility of peer influence in the promotion of reading achievement, these findings would suggest more group oriented instructional activities among below-average-reading achievers, team efforts such as college bowl competition, cooperative experiences in learning such as the exchange of coach-learner roles in specific reading exercises, and participation in dramatic readings with student peers.

**THE RELATIONSHIP OF READING ACHIEVEMENT TO VISUAL AND AUDITORY PERCEPTUAL RECALL FOR ELEMENTARY SCHOOL PUPILS IN A MULTI-ETHNIC SETTING**

**Order No. DA8214262**

**BARRER, VICTORIA LYNN BRUMMEL, Ed.D. University of the Pacific, 1962. 142pp. Chairman: Dr. Heath Lowry**

This study was undertaken to explore the relationship between perceptual recall abilities and academic performance in the area of reading.

The nature of the perceptual recall to be examined was a digit span approach with both visual motor and auditory-motor modalities included. The study examined the relationship between pupils' performance on a group sensory instrument, the Learning Predictor, and the pupils' standing in reading achievement of above, on, or below grade level.

A large sample of 1,011 pupils from three elementary schools in Sacramento County, California, was included within the study. Each pupil within the study was administered the Learning Predictor. Grade level, school name, sex, ethnicity, and the reading achievement level were recorded for the participating pupils.

The data gathered on individual pupils facilitated a study of the relationship of each factor to the pupils' performance on the Learning Predictor. The effect of gender, grade level, and ethnicity of a pupil was explored through an analysis of covariance and stepwise multiple regression. The relationship of reading achievement for elementary school pupils to perceptual recall functioning was examined in detail. The relationship between the two modalities of visual perceptual recall and auditory perceptual recall was also investigated.

The results of this study indicated a significant positive relationship existed between perceptual recall skills and reading achievement for elementary school pupils. Data also established that below grade level readers have difficulty in processing both visual and auditory stimuli. The results of the study also noted that as reading achievement increased, a corresponding increase in perceptual recall skills could be found.

The data obtained support the conclusion that pupils who do process the appropriate amount of information are likely to have difficulty academically. The relationship of reading achievement was studied with both visual and auditory perceptual recall skills.

Regardless of the input modality, most poor readers had difficulty processing the appropriate amount of stimuli commensurate with their age. The establishment of the positive relationship among reading achievement and visual and auditory perceptual recall skills suggests that reading may not be purely a single modality task.

**EFFECTS OF SELECTED PARENT-CHILD ACTIVITIES ON SECOND GRADE READING ACHIEVEMENT, ATTENDANCE AND TARDINESS**

**Order No. DA8224774**


It was the purpose of the study to compare the effects of three types of parentchild activities on the growth of second grade reading achievement and compare the effects of the activities on attendance and tardiness patterns. Three hundred second grade students were assigned to one of three treatment groups or the control group of which 240 English and Spanish readers completed some portion of a treatment or were in the control group. The treatments were Parent and Child, a parent child conversation program, Families Learning Together, which used the home learning recipe concept developed by Dorothy Rich, and Parents In Reading, a direct parent child reading program. The research design was: a pretest posttest control group design with matching of specific groups. Findings of the study were that there was no significant difference in the reading achievement of English or Spanish readers or in the attendance and tardiness patterns of students involved in the activities. Findings do not support the belief that certain child activities lead to increased achievement and physical punishment. These findings, though exploratory in nature, seem to imply that parental acceptance plays a role in the process by which adolescents become effective parents.

Recommendations were made for adolescent parent education programs and for future research on improved assessment techniques and replication using diverse populations.

**COGNITIVE STYLE AND STUDENTS' ABILITY TO PERFORM READING TASKS IN CONTENT AREAS**

**Order No. DA8224500**

**BIRMINGHAM, ANN, Ph.D. Hofstra University, 1982. 225pp.**

This investigation revolved around four major variables: cognitive style (field dependence, field independence), reading tasks (main idea, major details, summarization, closure), content areas (social studies, science, literature), and sex.

The general purposes of the study were: (1) to determine whether there were any significant differences between field-dependent students and field independent students in the performance of four reading tasks in three content areas, and (2) to determine whether there were any significant differences between the male and female field-dependent students and the male and female field-independent students in the performance of four reading tasks in three content areas.

Two hundred forty students were randomly selected from thirteen classes in four schools in a suburban, middle class, public school system in the greater New York area. All were administered the Group Embedded Figures Test as a means of identifying their cognitive style. Sixty students, thirty field dependent (fifteen males, fifteen females) and thirty field independent (fifteen males, fifteen females), were selected from the group after reading tasks were obtained, the four reading tasks in three content areas were administered.

A multivariate analysis of variance (MANOVA) was applied to the six hypotheses generated for this study to determine if there were significant differences at the 05 level. The first hypothesis predicted differences between field-dependent and field independent students across the aggregate of tasks and content areas while the second predicted differences across the aggregate of tasks in each content area. Both were rejected.

The third hypothesis predicted differences between both groups in each task across the aggregate of content areas. This was rejected except for the closure task across the aggregate of content areas. The fourth predicted differences for each task in each content area. The hypothesis was rejected except for the closure task in both social studies and science content areas.

The fifth and sixth hypotheses predicted differences for cognitive style and sex differences in each task in each content area. Again only the closure tasks in social studies and science showed differences. The hypotheses were rejected.
RELATIONSHIPS AMONG PARENTS' QUESTIONS, CHILDREN'S READING ACHIEVEMENT, AND PARTICIPATION IN THE PARENT EDUCATION FOLLOW THROUGH PROGRAM

Order No. DAB211586


The purposes of the present study were to (a) investigate the relationships between questions parents ask their children and participation in the Parent Education Follow Through (PEFT) Program, and (b) to investigate the relationships between questions parents ask their children and child achievement in reading. This study was based on an analysis of data originally collected in a 1977 study conducted by Patricia P. Olmsted.

The subjects were 33 PEFT and 31 non-PEFT parent-child dyads selected from a community of approximately 50,000 in the state of Washington. All participants were low-income and white. The children involved in the study were enrolled in the first grades of five schools. The PEFT children had also been enrolled in PEFT kindergartens, thus insuring that the PEFT parents had been receiving home visits from a trained PEFT paraprofessional for at least two years. None of the non-PEFT participants had ever been involved in a home visitation program.

Written transcripts, prepared from videotapes of the parent-child dyads during a book-reading activity, were coded for (a) the total number of questions asked of the child by the parent, (b) the number of different cognitive and non-cognitive categories of questions asked of the child by the parents, and (c) the number of questions the parent asked of the child within seven cognitive categories (based on Bloom's Taxonomy). Two non-cognitive categories were added. Child achievement in reading was based on scaled scores for Total Reading (Bloom's Taxonomy) and two non-cognitive categories. Child achievement in reading was based on scaled scores for Total Reading from the Stanford Achievement Test Primary Level Battery.

The relationships between the total number of questions asked and the number of different categories from which questions were asked and participation or non-participation in the PEFT Program were tested statistically with a t-test procedure. No significant relationships were indicated (p > .05).

A multivariate analysis of variance was performed to test the relationship between participation or non-participation in the PEFT Program and the number of questions asked within each of nine categories. Due to the exploratory nature of the present study, the result of this analysis of the full model was considered significant, F(9,54) = 1.78, p < .09. The follow-up univariate analyses indicated significant differences (p < .05), favoring the PEFT parents, within five categories associated with "higher level" cognitive processes. (Author's abstract exceeds stipulated maximum length. Discontinued here with permission of school.) UMI

THE RELATION OF SURFACE STRUCTURE COMPLEXITY AND LINGUISTIC FORM TO READING ACHIEVEMENT

Order No. DAB220919


This study investigated developmental differences in the processing of varied print structures and forms. The study examined four surface structures: kernel, coordination, clause, and coordination/clause, and two linguistic forms: non-grammatical and redundant paraphrase. Each pattern was used to develop six passages containing identical deep structure and vocabulary levels. Students read passages containing each pattern performing three tasks: free recall, cued recall, and paraphrase. Forty-eight hours later, free recall and cued recall tasks were repeated. The subject sample consisted of 108 students from a Boston suburb. Prior to testing, appropriate levels of the Gates-MacGinitie Reading Tests were administered to obtain norm-referenced reading comprehension scores.

Two independent variables with three levels were examined: grade (4, 7, 10) and reading level (stimulus 2, 5, 9). Six dependent variables were performance on six passages. A 3 x 3 factorial design with repeated measures utilizing blocking by Latin squares was used. Analyses of data included descriptive and statistical results.

Quantitative data was analyzed by two-way analyses of variance which allow for simultaneous evaluation of the effects of reading and grade level to reveal the effects of passage type on performance within and across reading levels. A regression was performed on raw scores with passages for each grade level.

Results of two-way analyses indicated that effects of surface structure influenced comprehension among all but the highest performing groups. Also, curves representing mean performance on simple to complex passages progressed in a curvilinear manner for lowest groups, a linear manner for middle groups, and was flat for highest groups. This indicates a developmental shift in passage type on which optimal comprehension performance is achieved. Regression results revealed that within grades, those structures most unlike those typical of a grade's language development level best differentiated between good and poor readers.

Overall, results suggest ability to process varied surface structures and format may be dependent on grade, reading level, and passage type produced. Comprehension of prose must therefore be viewed as an interactive process, considering the joint function of text and reader.

RELATIONSHIPS BETWEEN STUDENT ACHIEVEMENT IN READING AND LIBRARY MEDIA PROGRAMS AND PERSONNEL

Order No. DAB214981


The purpose of this study was to investigate the relationship between public elementary school students' achievement in reading and study skills and several aspects of library media programs and school finances. The major hypotheses of the study were: that student achievement in reading and study skills would be significantly greater in districts with one library media specialist per building than within districts without such personnel; that there would be significant positive relationships between the educational attainment of library media personnel and their curricular role, and between the presence of full-time library media personnel and student access to the library media center.

This investigation was accomplished by using: (1) district summaries of fourth and seventh grade students' scores on the reading section of the Michigan Educational Assessment Program (MEAP), a state-wide objective referenced test; (2) library media program information from a survey of public school library media programs in Michigan; (3) financial data regarding public school district State Equalized Valuation (S.E.V.) and expenditures for instruction. A sample of 94 districts was selected for inclusion in the study on the basis of the ratio (one-to-one or zero-to-one) of professional library media personnel per building serving third and sixth grade students, i.e., the year prior to administration of the MEAP tests.

Major findings in the study were: (1) Student achievement in reading, study skills and use of newspapers was significantly greater at the seventh grade level in schools with library media personnel as compared to schools without; (2) Student access to the library media center was significantly greater in schools with professional library media personnel than in schools without; (3) The education of the library media specialist was inversely related to curricular role and overall student achievement in reading at the fourth grade level, and to student access at both grade levels; (4) There was a strong positive correlation between district State Equalized Valuation (S.E.V.) and instructional expenditures per pupil in districts with professional library media personnel. In districts without such personnel, there was no correlation between the two factors.
SOME EFFECTS OF ELEMENTARY SCIENCE TEXTBOOK READABILITY LEVELS ON SCIENCE ACHIEVEMENT OF ELEMENTARY STUDENTS WITH LOW, AVERAGE, AND HIGH READING ABILITIES Order No. DAB215379

FIELD, MAURICE HOUSTON, Ed D. The University of Tennessee, 1982. 142pp Major Professor: Dr. W. W. Wyatt

The purpose of this study was to investigate some of the effects of elementary science textbook readability levels on science achievement of elementary school students with low, average, and high reading abilities as measured by the Metropolitan Achievement Tests: Science.

The total reading achievement score obtained on the Metropolitan Achievement Tests: Elementary Science Form F was used to subdivide 111 students into three reading ability groups. The three groups were found to be significantly different when compared on total reading achievement scores and later were found to be significantly different when compared on science achievement scores obtained from the Metropolitan Achievement Tests: Intermediate Form G administered in April 1980. The gains in total reading achievement were not significantly different from gains in science achievement for any of the three reading ability groups. Gains were calculated from scores on the Metropolitan Achievement Tests: Intermediate Forms F and G administered in October 1978 and April 1980 respectively.

Investigation of the relationship between ability to read the Metropolitan Achievement Tests: Intermediate Form G and scores above 6.7 on science achievement indicated that students who scored above 6.0 on total reading achievement tended to score above 6.7 on science achievement. Study of the relationship between ability to read the sixth grade science textbook and scores above 6.7 on science achievement indicated that students who scored above 7.0 on total reading achievement tended to score above 6.7 on science achievement. Students who scored below 7.0 on total reading achievement had an equal opportunity of scoring above or below 6.7 on science achievement.

A review of the findings led to the following conclusions.

1) Science achievement as measured by the Metropolitan Achievement Tests was affected by total reading achievement.
2) Gains in science achievement scores and total reading achievement scores tended to progress concurrently.
3) Science achievement scores were adversely affected when students responded to an achievement test with an estimated readability level that exceeded the total reading achievement level of the individual student.
4) Science achievement scores were adversely affected when students studied a basal elementary science textbook which had an estimated readability level which exceeded the total reading achievement level of the individual student.

A COMPARISON OF THE EFFECT OF INSTRUCTOR-DESIGNED READING MATERIALS AND THE EFFECT OF PROGRAMMED READING MATERIALS ON SELECTED READING SKILLS AND ACADEMIC ACHIEVEMENT OF INTERCOLLEGIATE FRESHMAN STUDENT ATHLETES Order No. DAB218729

FINN, BEATRICE, Ed.D. Oregon State University, 1982. 203pp. Major Professor: Dr. Kenneth M. Ahrendt

The purpose of this study was to compare the effect of instructor-designed reading materials and the effect of programmed reading materials on selected reading skills and academic achievement of intercollegiate freshman student athletes.

For purposes of comparison, two groups were established. Group A consisted of fifteen students who were randomly selected from a group of fifty six students scoring below the 50th percentile rank on the McGraw-Hill Basic Skills System Reading Test, Form A, Part Ill, during the Fall Term, 1980; Group B was comprised of thirteen students who were randomly selected from a larger group of seventeen students who scored below the 50th percentile rank on the McGraw-Hill Basic Skills System Reading Test, Form A, Part III, during the Fall Term, 1981. Posttest and posttest data were collected using parallel forms of the MHBSS Reading Test.

A one way analysis of covariance and student’s “t” test was used to analyze the data. Analysis of the data indicated that the hypotheses were sustained rather than rejected at the five percent level of confidence. Moreover, significant gains were indicated for two of the six paragraph comprehension subskills and the composite score of these subskills.

Three conclusions are suggested as a result of this study.

1) Gain scores in organizational skills and study type reading do not necessarily aid in improving grade point averages.
2) The freshman student athletes’ grade point averages did not reveal a significant difference that could be accounted for as a direct result of the two treatments utilized.
3) A reading improvement course is helpful to freshman student athletes in enhancing their overall basic reading skills during one quarter of instruction, as indicated by the composite gain score.

Recommendations (1) Replication of the materials in this study using a greater number of freshman student athletes, and instruction given over a longer time span. (2) Development of content materials from subjects’ textbooks designed to identify and teach other reading comprehension skills which may contribute to a higher grade point average. (3) Replication of this study utilizing a control group of regular college students.
The purpose of this dissertation was to examine the acquisition and transfer of novel reading skills in students matched on intelligence and reading ability, but differing in self-concept/self-esteem. This research examined (a) the rate of learning on an initial word learning paired-associates task, (b) transfer of learning to a paragraph reading task, and (c) transfer to an isolated word reading task. Specifically, it addressed the following question. Would students matched for intelligence and initial reading performance but differing in reading self-concept and self-esteem display different rates of learning on a new-word reading task, different levels of comprehension and word recognition on a paragraph reading task, or different levels of performance on a second new-word reading task?

The population of this study consisted of 267 fifth and 277 sixth graders at Stout Intermediate School, Silver City, New Mexico. All students were placed in regular classrooms. Children classified as exceptional were not used in this study.

From this population, ten pairs of fifth and ten pairs of sixth graders were matched on the variables of intelligence, reading achievement, and sex but differed on reading self-concept and reading self-esteem. At the fifth-grade level, five pairs were male and five pairs were female. At the sixth-grade level, four pairs were male and six pairs were female.

**Results.** At the fifth-grade level, no significant differences between the high and low reading self-concept/self-esteem groups were detected on the variables of paragraph reading, comprehension, and isolated word reading. At the sixth-grade level, no significant differences were detected between the group means for any variable.

**A STUDY OF THE RELATIONSHIP BETWEEN SELF-CONCEPT AND READING ACHIEVEMENT IN GRADES 5, 6, AND 10**

**Statement of the Problem.** The purpose of the study was to investigate the relationship between self-concept and reading achievement in grades 5, 6, and 10. The study sought to determine the effects of reading achievement, location, and sex on self-concept, and to determine interaction effects of these variables.

**Procedures.** One hundred eighty subjects—ninety above-average readers and ninety below-average readers—were selected. Sixty students per grade level were utilized. Delineations were made for each grade level; thirty suburban students and thirty inner-city students were employed. Subjects were administered: (a) the Piers-Harris Children's Self-Concept Scale, (b) the "Reading" subtest of the Stanford Achievement Test, Intermediate Level II (Form A), or the Stanford Test of Academic Skills, Level I (Form A). The data were statistically examined using the Pearson product-moment correlation, analysis of variance, and median chi-square tests.

**Results.** The major findings of the study were:

1. No significant relationship existed between self-concept and reading achievement in grade 5.
2. A correlation of .39 (p < .01) was obtained in grade 6, and a correlation of .27 (p < .05) in grade 10. Of the total sample, it was found that no significant relationship existed between self-concept and reading achievement.
3. Reading achievement had no effect on self-concept in grade 5, in grades 6 and 10, reading achievement had a significant effect on self-concept at the .05 level. Of the total sample, reading achievement had a significant effect on self-concept at the .001 level. Location had no effect on self-concept in grades 5, 6, and 10. Sex had no effect on self-concept in grades 5 or 6, in grade 10, sex had a significant effect on self-concept at the .01 level.
4. Location and sex had an interaction effect on self-concept at the .05 level in grade 5, in grade 6, location, sex, and reading achievement, combined, had an interaction effect on self-concept at the .05 level.

**Conclusions.** The conclusions drawn from this study were that the current scores do not indicate a significant relationship between self-concept and reading achievement in grade five. Above-average readers tend to possess higher self-concepts than below-average readers. No differences exist between self-concepts of suburban and inner-city subjects, or between males and females. Though in grade 10 males possess higher self-concepts than females.
teachers revealed their relative emphasis of each of the three content areas in classroom teaching.

Conclusions derived from the findings included: (1) High, average, and low ability level readers are consistent in using syntactic and semantic cues to reconstruct meaning; the application of these strategies does not vary with reading content (2) Teachers' emphasis in a specific content area can affect the interest of varying ability level students in that area. (3) It is not the material's content that affects the ability of any type of reader to reconstruct meaning. It is the reader's prior knowledge and interest in content material that influences comp. shenion.

Recommendations are given for teachers, clinicians, parents, researchers, and researchers.

TRANSITIONS INTO LITERACY: A PSYCHOLINGUISTIC ANALYSIS OF BEGINNING READING IN KINDERGARTEN AND FIRST GRADE CHILDREN Order No. DA8217497


The purpose of this study is to describe the relationship of developing print awareness in eight kindergarten and first grade children to their development in beginning reading of texts. The following questions are analyzed: (1) What is the relationship of awareness of environmental print to beginning text reading? (2) What is the relationship of book handling knowledge to beginning reading? (3) What is the relationship of metalinguistic awareness to beginning reading? (4) Do these relationships change over time?

This descriptive, longitudinal study over one year presents several types of data collected and analyzed with the following instruments: audio taped recordings using the script "Signs of the Environment"; Sand, A Diagnostic Survey: Concepts About Print; informal teacher interviews, parent surveys, tape recordings of the children's reading analyzed with miscue techniques, and classroom observation.

The data indicate that the children in this study are aware of environmental print in context. When the print becomes decontextualized, differences are seen between middle- and working-class children. While environmental print awareness was used to select high and low groups, the groups did not remain constant when observed in relationship to reading knowledge and context.

Children whose parents reported early book experiences demonstrate the greatest knowledge about using books and about the reading of connected discourse. Metalinguistic awareness does not appear to be closely related to success in beginning reading.

In their transitions into literacy, children first use personal experience and context to gain meaning from print in the environment and in books. Knowing that print makes sense, children use contextual supports to read print in the environment and apply semantically-oriented transitional reading responses to the reading of connected discourse. As they read from books, their focus narrows from using pictures, knowledge of plot, and past reading experience to focus on print. As children discover that their transitional reading responses do not work on connected discourse, they begin to integrate reading strategies to text.

Whole language classrooms, like the one in this study, are important to beginning readers, particularly to those who need additional support for making the transitions into literacy, because it highlights all beginning reading of functional print.

THE ROLE OF STIMULUS STRUCTURE AND SUBJECTIVE PREFERENCE IN THE DEVELOPMENT OF SELECTIVITY IN GOOD AND POOR READERS Order No. DA8227087

HOUSE, STEVEN CARL, PH.D. George Peabody College for Teachers of Vanderbilt University, 1982. 86 pp. Major Professor: Paul R. Dakecki

The purpose of this study was to assess the value of transactional and ecological model of behavior in describing and explaining the selectivity of learning disabled (LD) children. Through this model, a child's ability to process selectively multifaceted stimuli is determined by environmental structure and child characteristics. Because the selectivity of learning disabled children is typically viewed as a static process, it was suggested that a more dynamic assessment of the role of environmental variation in selectivity could clarify LD performance difficulties. The salience of stimulus content and the task's instructions reflect transactional variables important in selectivity that have not been investigated developmentally in LD children.
THE RELATIONSHIP OF SELECTED FACTORS TO THE INDEPENDENT READING OF ELEMENTARY SCHOOL CHILDREN


Purpose of the Study. The primary purpose in this investigation was to analyze the current status of selected independent reading habits of students in grades two and three. A secondary purpose of the study was to determine if significant relationships existed between these habits and the factors of reading comprehension, socioeconomic status, and sex.

Procedure. The random sample consisted of 146 second- and third-grade students in a metropolitan school district. The study was conducted during the fall of 1981 for a six-week period. Data were obtained from a reading record, the Iowa Test of Basic Skills, and the Duncan Socioeconomic Index.

Findings. A Pearson's r showed a significant relationship at better than the .05 level of confidence for eighteen measures. The significant correlations for reading comprehension level were: (1) Grade two below grade level. number of books read, books obtained from the school and public libraries, and self-selection of books (negative). (2) Grade three above level. number of books read, number of known authors, books obtained from the school library, and self-selection of books (positive). The significant correlations for sex (all favoring the girls) were: (1) Grade two. number of books read, books obtained from the school, library, and self-selection of books (negative). (2) Grade three. number of books read, number of known authors, books obtained from the school and classroom libraries, and self-selection of books (positive).

Conclusions. Accessibility appeared to have a direct influence on literature read by most groups, while an awareness of the older or more mature students in both second and third grade, girls read more books, obtained more books from the school library, and were more independent in their selection of books than boys. Socioeconomic status was not a major determinant of the individual reading habits researched in this investigation.

A STUDY OF READING ACHIEVEMENT AND SOCIAL DEVELOPMENT ASSOCIATED WITH FOUR PATTERNS OF CHILD CARE: PARENTAL HOME, PARENTAL HOME PLUS NURSERY SCHOOL, OUT OF PARENTAL HOME, AND DAY CARE CENTER

Order No. DA8220235

Khanna, Santosh B. Kapoor, Ph.D. Ball State University, 1982. 35pp. Chairman: Dr. Donavon D. Lumpkin

The purpose of the study was to determine if differences exist in scores on reading achievement subtests and ratings on social development subscales for children exposed to four reported patterns of child care practice.

The sample consisted of 143 children that experienced different patterns of child care practices between ages of three to five and who were presently enrolled in grade two in four elementary schools in Muncie, Indiana.

Three assessment instruments including a parent questionnaire, subtests from the Iowa Test of Basic Skills, and social development subscales adapted from Preschool Attainment Record (PAR) were employed in this study.

A two way (2 x 4) multivariate analysis of variance (MANOVA) was conducted for testing the equality of vectors for the mean scores on reading achievement subtests and mean ratings on social development subscales. The two independent factors considered were patterns of child care practice and sex of the child. For purposes of this analysis, a testing sequence of effects was conducted since unequal cell sizes obtained produced a nonorthogonal design. The interaction effect between the two factors was obtained following the tests of the two main effects within the sequence. Preliminary to testing the hypotheses it was necessary to first test for a significant interaction between the factors of patterns of child care practice and sex. Although no hypothesis was specified for sex factor, this factor was used to eliminate any possible unexplained variance from the variability.

No significant differences were found between vectors of mean scores on the basis of patterns of child care practice. Consequently, the first null hypothesis that there is no difference among vectors of mean scores on reading achievement subtests could not be rejected. The second null hypothesis that there is no difference among the vectors of mean ratings on social development subscales, too, could not be rejected. These results seem to be little influence exerted by pattern of child care practice on reading achievement and social development of children in this sample.

AN EXPERIMENTAL INVESTIGATION OF THE EFFECTS OF HYPNOTICALLY INDUCED SUGGESTIONS ON SELF-CONCEPT AND READING PERFORMANCE

Koe, George Gerald, Ed.D. The University of British Columbia (Canada), 1981. Supervision: Dr. O. Oldridge

The purpose of this study was to investigate the extent to which post-hypnotic suggestions could be used to improve self concept and to influence reading performance without instruction in reading. Self concept and achievement suggestions were compared to determine which would have the greater effect on subjective reports of Improvement on the Debrieving Questionnaire and in scores on the Tennessee Self Concept Scale (TSCS) and Nelson-Denny Reading Test (N-D). Self-esteem and other-esteeem suggestions were compared to determine which would have the greater effect on self-concept.

Fifty-two volunteer subjects from the University of British Columbia student population were assigned randomly to the cells of the design. A Latin-square design was used to administer four sets of taped-recorded post-hypnotic suggestions designed to improve either self concept or reading performance. Adaptations of Harland's Ego Strengthening Technique were used. Hypnotic depth was measured during each session.

Differences among groups were compared using a regression analysis with pre-test performance, IQ, self-concept, reading depth, and sex as covariates. Main effects were found for susceptibility on the Debrieving Questionnaire, N-D, and TSCS. On each measure, susceptible subjects scored higher than nonsusceptible subjects. Main effects for tranceability were found on two measures, Debrieving Questionnaire, one subtest of the TSCS. On each measure, trancelable subjects scored higher than untrancelable subjects.

Post-hypnotic suggestions were found to be effective in improving some aspects of reading achievement and self-concept. However, subjects were unable to relate subjective reports of the benefits of hypnosis with their actual test performance. Inability to identify correctly areas of improvement, when actual improvement was made, casts doubt on the usefulness of subjective reports of the efficacy of treatment in studies using hypnosis.

Post hypnotic suggestions directed towards altering the subject's perception of the opinions of others were found to be more effective than self-esteem suggestions in altering self-concept. However, the high initial level of self-satisfaction may have confounded this result. A change in attitude may have also reduced the effectiveness of self-esteem suggestions.

The study also suggested that post-hypnotic suggestions may be effective and frustrating for highly susceptible subjects when the post-hypnotic suggestions do not meet subject expectations. The majority of subjects apparently expected suggestions in the area of self-concept. This expectation may have decreased the effectiveness of achievement suggestions.

EFFECT OF NONPROMOTION ON SELF-CONCEPT AND READING ACHIEVEMENT

Order No. DA8224670

Laughlin, Carol Ann, Ph.D. Case Western Reserve University, 1982. 99pp.

The purpose of this study was to determine the relationship between reading achievement and self-concept when comparing two high risk student groups. (1) a group of students that had been regularly promoted and (2) a group of students that had been retained or nonpromoted. The study was designed to find out if there were differences in the self-concept and reading achievement between the two groups of students. Reading achievement was defined as reading vocabulary and reading comprehension.

The pool of high risk students was identified during the regularly scheduled Metropolitan Readiness testing done in kindergarten classes. High risk was defined as those students that scored at or below the 25th percentile. Two years later, those students still
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assistance component and the reading achievement of children

the project year might be examined.

and posttest in order that the gains made by each

350,000 in the southeast The ComPrehnslve

(CTBS) was administered to the treatment and control

58P13-

Long, CAROLYN MACLEOU,

THE EFFECT OF TEACHER-DIRECTED PA RENTAL

suburban secondary school students to achieve in reading,

visual-cognitive style No statistically significant relationship was

teach reading may hilp the number of secondary school students

Instruction that utilizes cognitive styles, especially visual memory, to

(3) auditory memory, and (4) aggregate auditory.cognitive style

pattern recognition. (2) auditory attention and pattern recognition,

relationship between students' reading achievement and

achievement and the other variables, (2) the order of the variables to

were examined

be collapsed to form composite variables, and, (4) whether

curvilinearity was present

Stepwise multiple regression was perfumed to (1) determine the

predictive ability of sex and age, (2) evaluate which independent

variables were statistically significant in accounting for variance in

reading achievement, and (3) determine whether cognitive style of

any of its individual components would add to the prediction of

achievement in reading

Analysis indicated that there was a statistically significant relationship between students’ reading achievement and

(1) aggregate-cognitive style, (2) visual memory, and (3) aggregate

visual-cognitive style No statistically significant relationship was

found between reading achievement and (1) visual attention and

pattern recognition, (2) auditory attention and pattern recognition,

(3) auditory memory, and (4) aggregate auditory-cognitive style

Results seem to suggest that cognitive styles of learning may help

suburban secondary school students to achieve in reading

Instructi on that utilizes cognitive styles, especially visual memory, to

teach reading may help the number of secondary school students

who read below potential

THE EFFECT OF TEACHER-DIRECTED PARENTAL

ASSISTANCE ON FIRST GRADE READING ACHIEVEMENT

Order No. DA8220209

LONG, CAROLYN MALLEO, Ph.D. University of South Carolina, 1982. 88pp.

This inquiry investigates the impact of a teacher-directed parental assistance component on a first grade reading program. The 62 subjects that participated in the study were enrolled in a middle class suburban elementary school in a metropolitan area of approximately 350,000 in the southeast The ComPrehnslve Test of Basic Skills (CTBS) was administered to the treatment and control groups as a pre and posttest in order that the gains made by each group at the end of the project year might be examined.

These data were subjected to a t test to test the first hypothesis, namely, there is no significant difference in the reading achievement of children who were taught reading using a teacher-directed parental assistance component and the reading achievement of children who were taught reading without a teacher-directed parental assistance component. The gains, when subjected to a t test, were not significant. Therefore, the null hypothesis was supported.

A STUDY OF VARIABLES RELATING TO THE VOLUNTARY

READING HABITS OF EIGHTH GRADERS

Order No. DA8223216


Research has repeatedly shown extent of reading to vary with age, sex, reading ability, and socioeconomic status (SES). Taking these into account, the study asked what additional increment to the prediction of reading occurred with the addition of measures of access to print (at home and in libraries) and measures of the extent to which out of school time is committed to other activities. The reading criterion variables were amount of time reported spent in reading books, magazines, and comic books, and frequency of use of school and public libraries.

A questionnaire was constructed and administered to 129 students in high schools in an urban system Participating schools were selected to represent the range of population values. Student participation was voluntary, with parental consent.

Means, medians, standard deviations, and first-order correlations were computed for all variables, and stepwise multiple regression analysis carried out for each criterion, for the sample as a whole and by sex.

For both sexes, the most powerful predictors consistently came from the use of time measures. There was significant positive correlation between hours spent in reading and the composite of hours spent on other activities. The most significant predictors of reading were the hours spent on daily responsibilities.

Students reading more than predicted tended to be females, of higher reading achievement and of higher SES than the mean.

Findings are subject to limitations inappropriate to self-report data from a small, voluntary sample, using statistical procedures that are essentially descriptive.

Several insights seem promising for future study. They include further investigation of relationships between reading and other uses of time, qualitative analysis of what is read by various groups of students, and process variables tending to offset conditions unfavorable to reading.

NUTRITIONAL STATUS RELATED TO READING

ACHIEVEMENT IN A GROUP OF FIFTH-GRADE STUDENTS:

A COMPARATIVE STUDY

Order No. DA8219477

MUNIZ, AMADITA ELLA RODRIGUEZ, Co.D. East Texas State University, 1982. 154pp. Adviser: Dr. LAVERNE RORIE

Purpose of the Study The purpose of this study was to examine the relationship of nutritional factors on reading ability. This study was concerned with analyzing the minerals and nutrients believed to be essential for optimal health and performance in children in relationship to their ability.

Procedure The subjects who participated in this study were fifth-grade students enrolled in two rural elementary schools in south Texas. A stratified natural occurring group consisting of thirty-one students were drawn from the two extremes of reading levels.

The Silvaroll Classroom Reading Inventory was used to determine the instructional level for each student. The various levels of ten minerals in each student's hair were analyzed by the Vacuum Induction-Coupled Argon Plasma (Vicap) method. A comprehensive diet questionnaire elicited the food eaten by each student. An analysis of each student's intake of vitamins, carbohydrates, protein, and fats were calculated by computer analysis as compared to the recommended daily allowance and based on each student's weight, height, body structure, and age. The mineral analysis and nutritional evaluation were used to determine the degree of correlation between the nutritional status of each student and his achievement.

Findings The statistical procedure utilized to test the significance of the null hypotheses produced the following findings: (1) There was no significant relationship between minerals and reading level. (2) There was no significant relationship between vitamins and reading level. (3) There was no significant relationship between carbohydrates and reading level. (4) There was no significant relationship between protein and reading level. (5) There was no significant relationship between fats and reading level.
Conclusions. On the basis of the findings of this study, the following conclusions were drawn: (1) There was no significant relationship between minerals, nutrients and vitamins, and reading levels. (2) There was no significant relationship between vitamins, carbohydrates, protein and fats, and reading level. (3) The findings indicate that further research needs to be done using a larger sample with a more critical evaluation and refinement on the data and instruments to be used.

RELATIONSHIP OF SCHOOL BOUNDARY CONDITIONS, GEEMINSCHAFT CONDITIONS, AND STUDENT ACHIEVEMENT SCORES IN READING AND MATHEMATICS IN SELECTED MILWAUKEE PUBLIC ELEMENTARY SCHOOLS

Order No. DA8217284

NUHLICEK, ALLAN LEE, Ed.D. Marquette University, 1982 269pp

This study focused upon the problem of distinguishing school climate (Geemeinschaft characteristics) of selected Milwaukee public elementary speciality and traditional schools that would have potential value in predicting high educational outcomes as expressed in standardized reading and mathematics achievement scores.

The conceptualizations of an "Alternative Geemeinschaft Model" were tested within twelve elementary speciality and eight traditional schools by examining the relationships between School Boundary Conditions (special fragile goals, voluntary affiliation, selective admissions, teacher self-sorting) and Geemeinschaft Conditions perceived by students, teachers, and parents and by examining the relationships between Geemeinschaft Conditions and standardized reading and mathematics achievement scores within specialty and traditional schools as a group.

Student, teacher, and parent perceptions of the Geemeinschaft construed of: Commitment, Perceived School Effectiveness, Organizational Jeopardy, and Social Cohesion were surveyed, along with demographic data, using questionnaires adapted from the 1978 British Columbia Geemeinschaft Study. Respondents included 892 students, 143 teachers, and 415 parents.

The dependent variable data of standardized reading and mathematics achievement scores for the sixth grade student population were obtained from class Metropolitan Achievement Test results.

The Statistical Package for the Social Sciences (SPSS) was used to analyze the study data, employing the following statistical procedures: descriptive statistics, t-tests, Pearson Product-moment correlations, step-wise multiple regression, two-way analysis of variance (ANOVA), and Scheffe's multiple means comparison test.

There were no significant differences between specialty and traditional schools as a group on Total Geemeinschaft scores, on the four major Geemeinschaft constructs, or on the dependent variables reading and mathematics achievement scores. Total Geemeinschaft scores were significantly related to reading and mathematics achievement in traditional schools, Perceived Schooi Effectiveness was significantly related to reading achievement in specialty schools and reading and mathematics achievement in traditional schools, and Organizational Jeopardy was significantly related to mathematics achievement in traditional schools.

Analysis of the demographic data generally supported the overall conclusion to the study that if the School Boundary Conditions posited in the Alternative Geemeinschaft Model are operative in the Milwaukee Public Schools due to desegregation policies, they do not occur in the Alternative Geemeinschaft Model.

THE RELATIONSHIP BETWEEN DEMONSTRATED STORY GRAMMAR USAGE AND BEGINNING READING SUCCESS

Order No. DA8220963


The purpose of this study was to investigate two relationships: (1) across personality and sex, subjects' effectiveness in categorizing, graphic phonics cues and avoided preference for any single cue selection pattern (2) whether girls and boys differ in their production of story retelling performance (3) with the exception of the low anxious category, boys tended to have higher retelling scores than girls (4) with the exception of the toughminded category, boys tended to produce more stories than girls (5) across sex and personality, story grammar usage were the most common, reversals the least common.

The results supported the contention that there may be unique patterns of interaction based upon the relationship of reading with sex and personality. The study, those patterns appeared to be most directly associated with comprehending rather than cueing measures. Furthermore, the interactions may be related to maturational factors which attend the physical and psychological profile of children at this developmental stage.

THE RELATIONSHIP OF PERSONALITY ASSESSMENT AND ORAL READING MISCE ASSESSMENT FOR SIXTH GRADE GIRLS AND BOYS

Order No. DA8225120


The major purpose of this exploratory, descriptive study was to gain insight into the relationship of personality factors and reading performance. Personality perspective was derived from theories of Hans Eysenck, who noted the biological bases for the personality continua of emotionality, introversion-extraversion, and toughmindedness. Reading was regarded from the psycholinguistic perspective of researchers, such as Kenneth Goodman, for whom the reading act represented an interaction of thought and language.

The subjects were thirty-six sixth grade boys and girls from two Long Island, New York, middle schools, who were identified as extreme on the three scales of the Eysenck Personality Questionnaire (Junior). The subjects read selected passages from the Reading Miscue Inventory, and their performances were recorded, coded, and evaluated according to the criteria of the RMI Manual. In addition to the RMI criteria for assessment, the nature and quantities of the miscues from both halves of the readings were examined for emerging patterns of production. Qualitative analyses led to tabulations based on the relationships of sex, personality category, and reading performance.

Selected findings revealed the following: (1) across personality and sex, subjects' effectively integrated graphic phonics cues and avoided preference for any single cue selection pattern (2) within sex, introvert girls and low anxious boys had the most dramatically reated performance (3) with the exception of the low anxious category, boys tended to have higher retelling scores than girls (4) with the exception of the toughminded category, boys tended to produce more stories than girls (5) across sex and personality, story grammar usage were the most common, reversals the least common.

The results supported the contention that there may be unique patterns of interaction based upon the relationship of reading with sex and personality. In this study, those patterns appeared to be most directly associated with comprehending rather than cueing measures. Furthermore, the interactions may be related to maturational factors which attend the physical and psychological profile of children at this developmental stage.
A STUDY OF THE RELATIONSHIPS BETWEEN STRUCTURED AND NONSTRUCTURED TELEVISION VIEWING AND READING ACHIEVEMENT AMONG FOURTH GRADE STUDENTS Order No. DA8226873


Purpose of this study was to investigate and analyze the relationship between television viewing and reading achievement for fourth grade students. One hundred and forty-six school systems were selected from the state of Mississippi for the study. The major criterion used was reading achievement. The sample, 724 students, was divided into two groups based on the number of hours of structured or nonstructured television viewing. The authors report possible relationships between structured television viewing and reading achievement as well as nonstructured television viewing and ability scores. The data could be helpful to other researchers.

THE EFFECTS OF PARENT-GUIDED LANGUAGE ACTIVITIES ON READING ACHIEVEMENT OF CHILDREN AFTER FIRST GRADE Order No. DA8213186


The purpose of this study was to determine if parent involvement in home-based summer reading programs would have a positive effect on first graders reading achievement and attitudes toward reading by the time they began second grade. The population for the study was 188 first graders enrolled in a school. There was a total of sixty-eight children whose parents consented to participate in the study and who were assigned to the treatment group. The parents in the control group did not participate in any special reading activities. The Gates-MacGinitie Reading Tests, Level A, Form 1 were used as pretests and posttests respectively. A questionnaire for parents was used to assess the responses of parents in the three groups. A reading attitude survey was used also. The differences between the treatment groups gained an average five months in comprehension compared to an average two months gain by the Language group. The language group and nonparticipating children in the control group had significantly more reading ability.

MIXED DOMINANCE AND ITS RELATIONSHIP TO THE LEARNING PROCESS WITH REFERENCE TO READING Order No. DA8218107

Tan, Elizabeth Yong Lin, Ed.D. Seattle University, 1982. 157pp. Supervisor: Constance Carter Cooper

This study which is library-based, was an extensive review of the research and related literature in the fields of psychology and education concerning the relationship of mixed dominance and specific reading disabilities. More than half a century, this problem has been of great interest to researchers. The study reports research concerning the structure of the brain and the phenomenon of mixed dominance and reading disability and the implications of this research for instructional methodology and curriculum reform.

The findings of the study are that mixed dominance does have an impact on the reading process and the author presents a number of recommendations for early prevention and remediation of the specific reading disability which appear to be associated with mixed dominance.
THE RELATIONSHIP OF READING ACHIEVEMENT AND THE SELF-CONCEPT OF VIETNAMESE REFUGEE STUDENTS

THAI, NGOC MAI THI, PH.D. The Florida State University, 1982. 64pp
Major Professor: Edwin H. Smith

The primary purpose of this study was to investigate the relationship between the reading achievement and the self-concept of Vietnamese refugee students in the intermediate grades. Other purposes are revealed in the research questions that follow: (1) What is the relationship between the reading scores and the self-concept scores of intermediate grade Vietnamese refugee students? (2) Is there a significant difference between the reading scores of intermediate grade Vietnamese boys and girls? (3) What is the effect of time in the United States on the reading scores of Vietnamese intermediate grade students? (4) Is there a significant difference between the self-concept scores of intermediate grade Vietnamese boys and girls? (5) Is there a significant relationship between the self-concept scores of intermediate grade Vietnamese students and the number of months they have lived in the United States?

The .05 alpha level of significance was used as the criterion for the rejection of the five hypotheses. The students' reading test scores were measured by the Comprehensive Tests of Basic Skills. The self-concept scores were measured by the Piers-Harris Children's Self-Concept Scale.

The population for this study consisted of 60 fourth, 60 fifth, and 60 sixth grade students in six schools in Orange County, Southern California.

The data were analyzed using the Pearson Product-Moment Correlation Coefficient, partial correlation, analysis of variance, and t-tests.

The findings imply that as the reading ability in English of Vietnamese students increases the self-concept improves. Also, the number of months that Vietnamese students have lived in the United States affects their reading ability. No sex differences were found. The length of time in the United States had no effect on self-concept scores.