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ABSTRACT

This collection of abstracts is part of a continuing series providing information on recent doctoral dissertations. The 29 titles deal with a variety of topics, including the following: (1) the relationship between self-concept and reading ability in secondary school students; (2) students' perceptions of their reading groups and peers within these groups; (3) perceived leadership behaviors and demographic characteristics of principals as they relate to student reading achievement in elementary schools; (4) the differences in observable characteristics of learned helplessness demonstrated on a reading task by underachieving and achieving middle school boys of low and high socioeconomic status; (5) the effects of library skill instruction on academic achievement, knowledge of library skills, and reading attitudes; (6) reading habits and abilities of students in elementary schools with and without centralized libraries; (7) elementary school student growth in reading and mathematics during the summer; (8) the contribution of selected home environmental factors to reading achievement; (9) a comparison of intellectual, self-esteem, and anxiety factors of normal and disabled elementary school readers; (10) cognitive strategies and individual differences in beginning reading achievement; (11) the relationship between motor learning and reading cognition; (12) myths of the acquisition of literacy; and (13) the relationship between student learning style and reading achievement.

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Abstracts of the following dissertations are included in this collection:

Bondy, Elizabeth
FIRST GRADERS' SOCIALLY CON-
STRUCTED DEFINITIONS OF READING

Clark, Rosa Velma
THE RELATIONSHIP BETWEEN SELF-
CONCEPT AND READING ABILITY IN
SELECTED GROUP OF SECONDARY
STUDENTS

Curtis, Carolyn G.
PERSON PERCEPTION IN THE
CLASSROOM: STUDENTS' PERCEP-
TIONS OF THEIR READING-GROUPS
AND PEERS WITHIN THESE GROUPS

Darnell, Charlotte Constance Holt
RELATIONSHIP OF ASPECTS OF A
PARENT INVOLVEMENT PROGRAM WITH
THE MASTERY OF SELECTED READING
COMPREHENSION SKILLS AMONG A
GROUP OF SEVENTH GRADE STUDENTS

Edwards, Paul I., Jr.
PERCEIVED LEADERSHIP BEHAVIORS
AND DEMOGRAPHIC CHARACTERISTICS
OF PRINCIPALS AS THEY RELATE TO
STUDENT READING ACHIEVEMENT IN
ELEMENTARY SCHOOLS

Gilbert, Shirl Edward, II
EFFECTS OF RETENTION ON
READING ACHIEVEMENT AMONG
ELEMENTARY SCHOOL STUDENTS

Gillispie, Linda Ann
THE EFFECTS OF TWO COUNSEL-
ING MODELS, VALUES CLARIFI-
CATION AND COGNITIVE BEHAVIOR
MODIFICATION, ON READING
IMPROVEMENT AND SELF CONCEPT

Givens, Robert Eugene
THE RELATIONSHIP BETWEEN
PRESCHOOL ATTENDANCE, READING
ACHIEVEMENT, AND PUPIL BEHAVIOR

Gritzmacher, Hal Lawrence
A STUDY OF THE DIFFERENCES IN
OBSERVABLE CHARACTERISTICS OF
LEARNED HELPLESSNESS DEMON-
STRATED ON A READING TASK BY
UNDERACHIEVING AND ACHIEVING
FOURTH-, FIFTH- AND SIXTH-GRADE
BOYS OF LOW AND HIGH SOCIO-
ECONOMIC STATUS

Kerby, Ramona Nolen
THE EFFECTS OF LIBRARY SKILL
INSTRUCTION ON THE ACADEMIC
ACHIEVEMENT, KNOWLEDGE OF
LIBRARY SKILLS, AND ATTITUDES
TOWARD READING OF SIXTH GRADE
STUDENTS

Lee, Carol Sue
THE CONTRIBUTION OF SELECTED
HOME ENVIRONMENTAL FACTORS TO
THE READING ACHIEVEMENT OF
SCHOOLS AGED CHILDREN

Lowe, Joy Lambert
A COMPARATIVE ANALYSIS OF READING
HABITS AND ABILITIES OF STUDENTS
IN SELECTED ELEMENTARY SCHOOLS IN
NORTH LOUISIANA WITH AND WITHOUT
CENTRALIZED LIBRARIES

Margolius, Francine Rockwood
COMPARISON OF DIRECT INSTRUCTION
AND LEARNING STYLE INSTRUCTION ON
READING ACHIEVEMENT AND ATTITUDES
OF THIRD GRADERS WITH IDENTIFIED
LEARNING STYLE PREFERENCES

Marks, Nancy Louise
THE RELATIONSHIP OF THE COGNITIVE
STYLE PAIR OF RISK TAKING AND
CAUTIOUSNESS TO THE QUALITY OF
ORAL READING MISCUES

McLaughlin, Marietta N.
ELEMENTARY SCHOOL STUDENT GROWTH
IN READING AND MATHEMATICS DURING
THE SUMMER

Neuder, Rosilyn Madeline
RELATIONSHIPS AMONG SEVENTH
GRADERS' VISUAL AND VERBAL
IMAGERY, ERROR DETECTION, AND
READING COMPREHENSION PERFORMANCE
IN NARRATIVE TEXTS

Novello, Alice Marie
DEVELOPMENTAL DIFFERENCES IN
HEMISPHERIC INTEGRATION FOR
SEMANTIC AND PHONOLOGIC PRO-
CESSING AND PIAGETIAN STAGES
FOR NORMAL AND DISABLED READERS

O'Mahoney, Thomas Kevin
PARENTAL INVOLVEMENT IN READING
AND ITS EFFECT ON READING
ATTITUDES, INTERESTS AND
ACHIEVEMENTS OF SELECTED
STUDENTS

Pih, Grace Fung
A COMPARISON OF NORMAL AND
DISABLED READERS IN ELEMENTARY
SCHOOL ON INTELLECTUAL, SELF-
ESTEEM, AND ANXIETY FACTORS

Pomper, Terry L.
COGNITIVE STRATEGIES AND
INDIVIDUAL DIFFERENCES IN
BEGINNING READING ACHIEVEMENT

Priddle, Betsy
READING ACHIEVEMENT, SELF
CONCEPT, AND RELATED AFFECTIVE
VARIABLES IN INTERMEDIATE-AGE
CHILDREN

Rickson, Kenneth Bertil
THE RELATIONSHIP BETWEEN MOTOR
LEARNING AND READING COGNITION

Rogers, Ann Boynton
A STUDY OF THE INTERRELATIONSHIPS
OF READING ACHIEVEMENT, THE
PSYCHOMOTOR SKILL OF CURSIVE
HANDWRITING, AND VISUAL-MOTOR
INTEGRATION ABILITY OF FOURTH,
FIFTH, AND SIXTH GRADE CHILDREN

Rose, Shirley K.
PROMISES AND POWER: MYTHS OF
THE ACQUISITION OF LITERACY

Staplin, Phyllis Mary
THE RELATIONSHIP BETWEEN STUDENT
LEARNING STYLE AND READING
ACHIEVEMENT

Stimpfle, Margaret Jean
READING ACHIEVEMENT RELATIVE TO
SCHOOL EFFECTIVENESS RESEARCH

Walker, Rena Mae
CONSTRUCT SYSTEMS OF SEVENTH
GRADE STUDENTS AND THEIR
RELATIONSHIPS TO READING ACHIEVE-
MENT: AN APPLICATION OF KELLY'S
REPERTORY GRID TECHNIQUE

Wilson, Bonnie Jane von Hoff
THE RELATIONSHIP OF FIELD DEPENDENCE-
INDEPENDENCE AND PRIOR KNOWLEDGE OF
PASSAGE CONTENT TO RECOGNITION OF
MAIN IDEAS AND DETAILS IN ILLUSTRATED
AND NONILLUSTRATED EXPOSITORY TEXT

Witkowski, Richard John
EFFECTS OF A PARENT ADMINISTERED
SUMMER PROGRAM ON READING AND
MATHEMATICS SKILLS

FIRST GRADERS' SOCIALLY CONSTRUCTED DEFINITIONS OF READING

Order No. DA8429187

BONDY, ELIZABETH, PH.D. *The University of Florida*, 1984. 182pp.
Chairperson: Dr. Ruthellen Crews

The purpose of this study was to investigate in detail the definitions of reading constructed by children in one first-grade classroom. The researcher assumed a social-interaction perspective by which definitions of reading were viewed as meanings individuals assigned to reading as a result of their interactions in social contexts. The study focused on two guiding questions: (1) What are the definitions of reading constructed by members of the low and high ability reading groups in one first-grade classroom? (2) Are there patterns in children's definitions within and across ability groups?

Qualitative research methods were used to collect and analyze data. Observations were conducted throughout the school day for 150 hours during the first four months of school. These observations focused on children's speech messages about reading, their reading-related behavior, and their use of reading materials. Formal and informal interviews were conducted with children in the low and high reading groups, their teacher, and the children's kindergarten teachers. In addition, children's cumulative school records were examined.

Data analysis was an ongoing process which proceeded through several phases. The analysis revealed six definitions of reading:

- (1) Reading is saying words correctly.
- (2) Reading is schoolwork.
- (3) Reading is a source of status.
- (4) Reading is a way to learn things.
- (5) Reading is a private pleasure.
- (6) Reading is a social activity.

Although definitions were not clearly differentiated by group, low group children tended to construct the first three definitions, and high group children tended to construct the second three definitions. No definitions were shared by all children, and most children used more than one definition to guide their reading-related behavior. Definition construction was found to be the result of an interactive process between the children and the teacher. Specifically, the variables which seemed to be related to children's definitions were cognitive developmental factors, children's entering views of reading, home experiences with written language, personality factors, and the context in which the defining process took place.

The study highlighted the complexity of teaching and learning processes. The results suggested that in order for teachers to provide effective reading instruction for all students, they must become sensitive to the students' ways of thinking about reading.

PERSON PERCEPTION IN THE CLASSROOM: STUDENTS' PERCEPTIONS OF THEIR READING GROUPS AND PEERS WITHIN THESE GROUPS

Order No. DA8423121

CURTIS, CAROLYN G., PH.D. *Fordham University* 1984. 289pp.
Mentor: Gita Kedar-Voivodt

The purpose of this study was to determine the effects of children's age, sex, reading ability group, and sex of the perceived peer upon perceptions of reading group peers, knowledge concerning policies related to group formation and change, and evaluations of reading group. This study is theoretically based on models of person perception (for example, Livesley & Bromley, 1973; Peevers & Secord, 1973) and social cognition (Fiske, 1980).

The following research questions were explored: (1) Does age, sex, reading ability group, and sex of the perceived peer affect number of units produced and category usage? (2) Does age, sex, and reading ability group affect: (a) knowledge concerning policies related to group formation and change? (b) degree of liking for group and degree of satisfaction with group placement? and (c) number of positive, negative and neutral statements.

The sample population consisted of 54 children randomly selected from grades 1, 3 and 5 in an elementary school in Western Connecticut. The final population was evenly divided by grade, sex and reading ability group.

Three instruments were developed by the investigator for this study: (1) Peer Perception Interview, to measure perceptions of peers within reading groups. (2) Knowledge Interview, to measure knowledge of policies governing reading group formation and change. (3) Evaluation Interview, to measure evaluations of reading group.

Analyses of variance were computed to test for group differences in mean number of units produced. Chi-square tests were computed to test for group differences in category usage. Significance was set at .05 by the investigator.

For number of units produced, significant differences were found between age groups; no significant differences were found between sex, reading ability groups, and sex of perceived peer. For category usage, significant differences were found between sex, age, reading ability group, and sex of perceived peer; significance differences were also found in category usage for both Knowledge and Evaluation Interviews.

The major conclusion was that age, sex, reading ability group, and sex of perceived peer influenced perceptions of reading group peers, knowledge of grouping policies, and evaluations of reading group.

THE RELATIONSHIP BETWEEN SELF-CONCEPT AND READING ABILITY IN A SELECTED GROUP OF SECONDARY STUDENTS

Order No. DA8503150

CLARK, ROSA VELMA, Ed.D. *East Texas State University*, 1984. 90pp.
Adviser: Robert G. Munday

Purpose of the Study The major purpose of this study was to determine the relationship between self-concept and reading ability in a selected group of ninth-, eleventh-, and twelfth-grade students, as measured by the *Tennessee Self-Concept Scale* and the *Nelson-Denny Reading Test*. Also of concern was this relationship compared according to the variables of gender and ethnicity.

Procedure To obtain data for this study, the two instruments were administered to a selected group of 215 secondary students during the Fall Semester, 1983-1984 in three different schools. Scores were tabulated manually and recorded on a composite table showing all data related to self-concept and reading ability. The raw data were analyzed by the East Texas State University Computer Center. Pearson products moment correlation coefficients and a *t*-test for significance were applied to test the hypotheses. The .05 level of significance was used as the point of rejection for the null hypotheses.

Findings In order to analyze the degree of relationship between self-concept and reading ability, six hypotheses were stated. Each of these hypotheses was analyzed to determine whether or not a significant relationship existed between self-concept and reading ability in a selected group of secondary students. When the hypotheses were tested through the application of the Pearson product moment correlation coefficients and the *t*-test for significance was computed, and data revealed that the six hypotheses relating to the relationship between self-concept and reading ability was greater than the .05 level of significance. Therefore, the six hypotheses were rejected.

RELATIONSHIP OF ASPECTS OF A PARENT INVOLVEMENT PROGRAM WITH THE MASTERY OF SELECTED READING COMPREHENSION SKILLS AMONG A GROUP OF SEVENTH GRADE STUDENTS

Order No. DA8502786

DARNELL, CHARLOTTE CONSTANCE HOLT, PH.D. *The University of Michigan*, 1984. 134pp. Chairman: William L. Cash, Jr.

The purpose of this study was to determine whether seventh grade students' reading scores, which indicated their knowledge of reading comprehension skills, would be influenced by their parents' participation in a parent involvement program. The question which dictated the design of the study asked if a difference existed between the reading scores received by students whose parents participated in a parent involvement program and similar scores received by another group of students whose parents did not participate in such a program for parents when all students were measured and compared on the reading portion of the 1979-80 Michigan Educational Assessment Program.

The focus of this study was on forty seven, seventh grade, Article III students enrolled at two middle schools in the Northwest section of Detroit. The experimental design employed involved a before and after comparison, within and between, an experimental and a control group of students. Whereas parents of students in the experimental group were exposed to the Parents Assisting in Reading (PAR) component of the ESAA Basic Middle School Home Curriculum Program, the parents of students in the control group were not exposed to the parent involvement program.

The Michigan Educational Assessment Program's reading instrument was administered to the students in both the experimental and control groups, on a pre and post treatment basis. While pretest

data was gathered from student records that contained the results of students' performance on the seventh grade MEAP administered in November 1979, posttest data was obtained from the results of students' performance on an alternative form of the same test administered in April of 1980.

Since the major research question addressed the comparison of differences between randomly selected experimental and control groups with less than thirty members in each group, the Student T-test within the computer software program of the Michigan Interactive Data analysis System (MIDAS) was applied to the data in order to test for the significance of the difference between group means in each of the twenty-one hypotheses tested. After this procedure was implemented, the results indicated that at the .05 level, there was "no significant difference" between experimental and control group means in any of the twenty-one hypotheses tested. The null hypothesis was accepted in all instances.

Finally, the researcher concedes that no one program offers a panacea. Yet, as educators, we must continue to explore all possibilities. Although this study is not the solution, the program represented a valiant attempt by the Detroit Public Schools to improve reading skills among middle school students.

PERCEIVED LEADERSHIP BEHAVIORS AND DEMOGRAPHIC CHARACTERISTICS OF PRINCIPALS AS THEY RELATE TO STUDENT READING ACHIEVEMENT IN ELEMENTARY SCHOOLS

Order No. DA8427958

EDWARDS, PAUL I, JR., Ed.D. *University of South Florida*, 1984. 169pp. Major Professor: Dr. W. Benjamin

The purpose of this study was to examine the relationship between the perceived leadership behaviors and demographic characteristics of principals and the reading achievement levels of students in elementary schools. The study was designed to examine specific principal behaviors which distinguished principals of schools with more effective reading programs from principals of schools with less effective reading programs.

Forty schools were selected to compose the final sample and were among the 20 highest and 20 lowest scoring schools on the CTBS Achievement Test given in the Spring of 1983 in Hillsborough County, Florida. Schools were stratified and matched relative to reading aptitude scores and the socioeconomic status of the general school population.

A questionnaire applicable to the focus of the study was selected for use in data gathering. The 40 principals and 186 teachers participating in the study responded to 29 items on a 6-point bipolar numerical scale, rating the involvement of teachers, students and parents with the principal in reading program behaviors. Demographic information was collected on a second questionnaire.

The data from this study support the hypothesis that a relationship does exist between the principal's leadership behavior relative to the school reading program and the reading achievement levels of students within that program.

The findings suggested that teachers in schools with more effective reading programs perceived their principals as being highly visible and involved with teachers, students and parents. The teachers in schools with less effective reading programs perceived their principals as significantly less involved.

Principal demographic characteristics examined in this study did not relate to school effectiveness. The homogeneity of characteristics required of principals within the sample could have affected this result.

Specific behaviors which differentiated principal groups were identified in the study and indicated that the principals of schools with more effective reading programs were more effective in the areas of personnel management, public relations and in assuming the ultimate responsibility of instructional leadership within the school.

EFFECTS OF RETENTION ON READING ACHIEVEMENT AMONG ELEMENTARY SCHOOL STUDENTS

Order No. DA8500375

GILBERT, SHIRL EDWARD, II, Ph.D. *Purdue University*, 1984. 212pp. Major Professor: Everett W. Nicholson

This study sought to determine if retention was a viable and educationally sound intervention strategy for improving reading achievement. Seventeen hundred and eighty-two (1782) subjects were selected from grades 4 through 8 for the study. The subjects were assigned to one of three treatment groups--retained, socially promoted, or academically promoted.

The data for this study consisted of the *Iowa Tests of Basic Skills* (Forms 7 and 8) pre- and posttest comprehensive reading scores for each student involved in the sample. A 3 x 5 x 2 x 5 Factorial Analysis of Covariance design, utilizing the Biomedical Program BMDP2V and ANOVA, was used to determine if significant differences existed in the adjusted mean scores of the three treatment groups, over the five years, between the sexes, and over the five grades. The covariate in every instance was the pretest score for that particular year which was statistically removed to provide more valid comparisons.

The findings of this research indicated that: (1) little difference existed between the reading achievement of students socially promoted and those retained; (2) grade was always significant; (3) sex of the subjects was not a significant variable; (4) the year in which the test was given did make a difference; (5) sex by treatment interactions were not significant; and (6) grade by treatment and year by treatment interactions were not significant for the individual years, but showed mixed results for the combined five years of the study.

These results suggest that social promotion is no more valuable than retention in improving reading achievement and that the usefulness of retention, as a group intervention strategy, is questionable for improving the reading achievement of poor urban black youngsters. Many factors outside the parameters of this study influenced its inconclusive results as well as accounted for practical experience that indicates retention is effective for improving the reading achievement of some students on an individual basis.

THE EFFECTS OF TWO COUNSELING MODELS, VALUES CLARIFICATION AND COGNITIVE BEHAVIOR MODIFICATION, ON READING IMPROVEMENT AND SELF CONCEPT

Order No. DA8424844

GILLISPIE, LINDA ANN, Ed.D. *University of the Pacific*, 1983. 140pp.

The purpose of this study was to determine the effectiveness of two counseling models, values clarification and cognitive behavior modification on the improvement of reading skills and the enhancement of self-concept. The subjects were 137 tenth grade students at a central California high school.

Two experimental groups and one control group with approximately 25 students each were pre- and posttested with a Nelson Reading Test, Form A and B, and a semantic differential. One experimental group received values clarification training, the other cognitive behavior modification training. The study was replicated once for validity.

It was hypothesized that both experimental groups would show significant mean gains in reading on the Nelson Reading Test and also on each of the concepts of the semantic differential, as compared with each other and with the control group. It was also hypothesized that males and females would have equal mean gains in treatment effects.

The data was analyzed using the Statistical Package for the Social Sciences (SPSS). Analysis of covariance was used to analyze the results with an explication of the comparisons between groups where the semantic differential was used. Fisher's LSD Multiple Comparison Test was used with the Nelson Reading Test where statistical significance was indicated from the analysis of covariance. The alpha level was set at .05.

The findings revealed that on the semantic differential, neither cognitive behavior modification nor values clarification showed significant gains. There were no significant findings in gender differences. There was a significant finding with the results for the experimental groups for values clarification. Both groups showed a gain of approximately one grade level on the Nelson Reading Test between pre- and posttest.

THE RELATIONSHIP BETWEEN PRESCHOOL ATTENDANCE, READING ACHIEVEMENT, AND PUPIL BEHAVIOR

Order No. DA8425689

GIVENS, ROBERT EUGENE, Ed.D. *Pepperdine University*, 1984. 80pp.
Chairperson: Cara Garcia

Statement of the Problem. This study was designed to determine what relationships exist between the reading achievement and behavior of first, second, and third grades based on preschool v. no preschool attendance and sex.

Procedure. A sample of ninety first, second and third graders was selected from the twenty-three elementary schools of Compton District. The reading scores of the subjects based on the California Achievement Test, Form C¹ were obtained and a the teachers of these students rated pupil behavior using the Pupil Behavior Rating Scale.² For each grade level a mean score was obtained. A two-way ANOVA was computed for each grade level and a level of .05 was utilized to test hypotheses.

Results. Two main hypotheses with five sub-hypotheses were tested. The results may be summarized as follows: (1) Students who attended preschool scored significantly higher in reading achievement across grades one, two, and three than did students who had not attended preschool. (1.1) There was no significant difference in reading achievement between the sexes. (1.2) There was significant interaction between preschool and sex in the reading achievement of students. (2.0) There was a significant difference between the behavior of students in grade two who had attended preschool and those who had not, but not between the behavior of students in grades one and three who had attended preschool and those who had not. (2.1) There was a significant difference between the behavior of girls and boys for grade two. (2.2) There was not a significant interaction between preschool and sex as related to behavior.

Conclusion. There is a strong indication, therefore, that preschool attendance for Black students such as those in this study may have a causal relationship with reading and behavior in primary grades. It was recommended that these variables should be studied in experimental design.

¹California Achievement Tests Form C and D: Technical Bulletin 1 (Monterey, Ca.: CTB/McGraw Hill, 1979.)

²Nadine M. Lambert, Carolyn S. Hartzough, and Ell M. Bower, *Pupil Behavior Rating Scale: Administration and Use Manual* (Monterey, Ca.: CTB/McGraw-Hill, 1979.)

A STUDY OF THE DIFFERENCES IN OBSERVABLE CHARACTERISTICS OF LEARNED HELPLESSNESS DEMONSTRATED ON A READING TASK BY UNDERACHIEVING AND ACHIEVING FOURTH-, FIFTH- AND SIXTH-GRADE BOYS OF LOW AND HIGH SOCIO-ECONOMIC STATUS

Order No. DA8500579

GWITZMACHER, HAL LAWRENCE, Ph.D. *University of Missouri - Columbia*, 1984. 112pp. Supervisor: Veralee B. Hardin

Purposes. The purposes of this study were: (1) to determine whether reading achievers and reading underachievers demonstrated a difference in the number of observable characteristics of learned helplessness, (2) to determine whether low socio-economic status boys and high socio-economic status boys demonstrated a difference in the number of observable characteristics of learned helplessness, (3) to determine whether a significant interaction existed between socio-economic status and reading achievement.

Methodology. Thirty-four male subjects were selected for this investigation and grouped according to reading achievement and

socio-economic status. The subjects represented a population of fourth-, fifth- and sixth-grade pupils from a mid-Missouri community.

Trained observers collected data during regularly scheduled reading classes. Groups of two or three students were observed three times during a one week period for approximately 25 minutes each time. Using the *Learned Helplessness Observational Scale*, which was developed by the researcher, the observers recorded behaviors characteristic of learned helplessness exhibited by each student.

Results. A two-way analysis of variance revealed no significant differences in observable characteristics of learned helplessness between achievers and underachievers, between boys of low and high socio-economic status or in the interaction of achievement and socio-economic status. However, trends in the mean scores indicated that underachievers may demonstrate more behaviors indicative of learned helplessness than achievers and that low socio-economic status boys may demonstrate more behaviors indicative of learned helplessness than high socio-economic status boys.

Conclusions. Although not statistically significant, underachieving boys in grades four, five and six exhibit more behaviors indicative of learned helplessness than achieving boys in grades four, five, and six. In spite of a lack of statistical significance, boys in grades four, five and six of low socio-economic status exhibit more behaviors indicative of learned helplessness than boys in grades four, five and six of high socio-economic status. When observing boys in grades four, five and six, reading achievement is unrelated to the socio-economic status of the individual being observed.

THE EFFECTS OF LIBRARY SKILL INSTRUCTION ON THE ACADEMIC ACHIEVEMENT, KNOWLEDGE OF LIBRARY SKILLS, AND ATTITUDES TOWARD READING OF SIXTH GRADE STUDENTS

Order No. DA8502654

KERBY, RAMONA NOLEN, Ph.D. *Texas Woman's University*, 1984. 113pp.

Purpose. The purpose of this study was to compare academic achievement, knowledge of library skills, and attitudes toward reading of sixth grade students who participated in an instructional library program to those who did not participate in an instructional library program.

Procedures. The study employed a randomized control-group posttest only design. The sample consisted of 410 sixth grade students from five elementary schools with instructional library programs who served as the experimental group and 330 sixth grade students from five elementary schools without instructional library programs who served as the control group in one Texas school district. The instructional program, based on the district's Library Curriculum Guide, was experienced by the experimental group and not by the control group. The *California Achievement Tests* (CAT), *Ohio School Library/Media Test*, and *Estes Reading Attitude Scale*, measured academic achievement, knowledge of library skills, and attitudes toward reading, respectively. Three-factor analysis of variance of the Cat, the Ohio, and the Estes was performed for effects due to treatment, gender, reading ability level, and all possible interactions of the main effects.

Results. No significant differences were found in mean scores between the experimental and the control group in academic achievement (experimental group equaled 7.83 and the control group equaled 7.89), in knowledge of library skills (experimental group equaled 31.67 and control group equaled 30.99), and in attitudes toward reading (experimental group equaled 18.54 and control group equaled 17.98). Significant differences were found in the following cases: (1) In academic achievement, knowledge of library skills, and attitudes toward reading, (a) girls scored significantly higher than

boys, and (b) students in the high, middle, and low reading ability groups attained significantly different mean scores. (2) In knowledge of library skills, students in the experimental high ability reading group scored significantly higher than those students in the control high ability reading group. Students in the experimental middle ability reading group scored significantly lower than those students in the control middle ability reading group. No significant differences occurred between the experimental and control low ability reading group.

THE CONTRIBUTION OF SELECTED HOME ENVIRONMENTAL FACTORS TO THE READING ACHIEVEMENT OF SCHOOL AGED CHILDREN

Order No. DA8423125

LEE, CAROL SUE, Ph.D. *Fordham University*, 1984. 165pp. Mentor: Rosa Hagin

Five home environmental variables were studied in relation to the reading achievement of 27 average readers and 27 superior readers. Parents of second, third, and fourth grade children, who attend four schools in a suburban school district, were interviewed in their homes to gather information on language interaction in the home; parental assistance with reading skills; parental modeling of reading behaviors; parental structuring of time, materials, and experiences; and parental involvement in school related issues. The two groups of readers, who were drawn from predominantly white, middle class families, were matched on school, grade, and IQ.

The data collected from the Home Environmental Process Interview Schedule were subjected to a factor analysis which revealed five factors similar to the factors proposed. The factor scores were then analyzed by a discriminant function analysis which revealed significant differences between the groups on Modeling, Language Interaction, Structuring, and Parental Assistance. The amount of Parental Involvement in school issues did not differentiate the groups, although the nature of parental involvement varied within the sample.

Modeling (which contributed most to the difference between the groups) Language Interaction, and Structuring had a positive relationship to reading achievement. Parents of superior readers read more themselves, provided more books and other reading materials, and engaged in more educational and language activities with their children. Superior readers were more likely to talk in depth about their concerns, to read more in their leisure time, and to watch less TV than average readers.

Parental Assistance was inversely related to reading achievement, with average readers receiving more assistance than superior readers. Average readers may have been in greater need of assistance and may have asked for help more often from parents. Another explanation of this result is that the reading relationship between average readers and their parents was characterized by fewer positive experiences related to reading and more pressure to develop reading skills. These children may have viewed reading as a chore for which there was little reward.

Implications of the results for understanding the reading process and for early childhood education were discussed. Recommendations for future research are offered.

A COMPARATIVE ANALYSIS OF READING HABITS AND ABILITIES OF STUDENTS IN SELECTED ELEMENTARY SCHOOLS IN NORTH LOUISIANA WITH AND WITHOUT CENTRALIZED LIBRARIES

Order No. DA8423876

LOWE, JOY LAMBERT, Ph.D. *North Texas State University*, 1984. 174pp.

The problem addressed by this investigation is whether the provision of centralized school library services is related to the reading habits and reading abilities of elementary school children. In considering this problem, a survey approach was utilized which entailed the examination of standardized reading achievement test scores, student reading records, and parent, teacher, and student questionnaire responses. The study was conducted during the 1981-1982 school year. The subjects of the study included 763 students in self-contained third, fourth, and fifth grade classrooms in four

selected schools in Lincoln Parish, Louisiana. Two of the schools had centralized libraries, and two did not.

The investigator-designed data gathering instruments were field tested in an elementary school comparable to those included in the study and were reviewed by an informal panel of professors of elementary education from two Louisiana universities. The Science Research Associates (SRA) standardized reading achievement test was used to measure reading abilities. This test has been used nationwide and has been evaluated by professional reviewers of educational tests. The SRA test yields a reading comprehension score, a reading vocabulary score, and a total reading score for each student.

An initial analysis of the data failed to reveal a relationship between the reading abilities of students and the provision of centralized school library services; however, when categories of student were separately analyzed, a positive relationship was found. With regard to reading behavior, the students in schools with centralized libraries were found to read more books on the average than students in schools without centralized libraries. Students in schools with centralized libraries also read more books for school work and for general information. A greater percentage of students in schools with centralized libraries additionally reported liking to read for recreation than did students in schools without libraries.

Further investigations are recommended with other subjects and in other settings to determine if similar findings may be obtained. Both cross-sectional and longitudinal designs would appear to be desirable in this regard, and these might incorporate additional control variables, such as the accreditation status of schools and the professional qualifications of library personnel.

COMPARISON OF DIRECT INSTRUCTION AND LEARNING STYLE INSTRUCTION ON READING ACHIEVEMENT AND ATTITUDES OF THIRD GRADERS WITH IDENTIFIED LEARNING STYLE PREFERENCES

Order No. DA8419067

MARGOLIUS, FRANCINE ROCKWOOD, Ed.D. *University of South Carolina*, 1984. 98pp.

In this study, the investigator explored the differences in reading achievement and attitudes of thirty-three children when instruction was delivered first by direct instruction and second in keeping with learning style preferences. During Time 1, the effects of direct instruction on reading achievement and affective attitudes of children with differing learning style preferences were examined. Data were analyzed using both the one way analysis of variance (ANOVA) and the Kruskal-Wallis Test procedures. No statistically significant differences were found.

During Time 2, relatively homogeneous groups for reading achievement were formed. A comparison of the effects of direct instruction and learning style instruction on reading achievement and affective attitudes of children with identified learning style preferences was made. Data were analyzed using pooled t-tests and the Kruskal-Wallis test procedures. No statistically significant differences were found. Influences and trends in the overall findings were noted, and are discussed.

THE RELATIONSHIP OF THE COGNITIVE STYLE PAIR OF RISK TAKING AND CAUTIOUSNESS TO THE QUALITY OF ORAL READING MISCUES

Order No. DA8426279

MARKS, NANCY LOUISE, Ph.D. *Case Western Reserve University*, 1984. 157pp.

The purpose of this study was to measure the relationship of a fifth grade reader's level of cognitive risk taking or cautiousness to the percent of error correction, the sound similarity of the observed response or miscue to that of the expected response, and the resultant level of meaning change of miscues in oral reading. The *Reading Miscue Inventory Manual* developed by Y. Goodman and C. Burke was used to analyze the quality of oral reading miscues using a

psycholinguistic assessment. Risk taking was defined operationally in terms of the scores obtained on three decision-making instruments: Draw a Circle, Clues and Ring Toss where the subject was free to choose the degree of risk under which he or she would operate.

The sample consisted of 72 white fifth graders, 29 males and 43 females, from two very similar suburban public school systems with average to above-average socio-economic status. Those selected had an IQ score between 85 and 115 and were reading within six months in either direction of grade level.

This study was based on the following rationale: Previous research cited had demonstrated a relationship between cognitive style and reading achievement. The psycholinguistic model of reading points to the importance of risk taking in relation to cue selection, hypothesis testing, and gaining meaning from print. Since reading miscues may represent the cues a reader selected to attend to as he decodes printed material, a predisposition to a more risky or cautious cognitive style may affect this cue selection.

A significant Pearson product-moment correlation coefficient at the .05 level was found for percent of errors corrected and the scores obtained on Ring Toss for School District 2. A significant relationship was also found for degree of sound similarity of oral reading errors to the expected response and scores on Ring Toss for males. Both findings were not in the expected direction. Since this study was exploratory, results appear inconclusive and further research is needed before the nature of the relationship between risk taking and oral reading miscues can be defined. Further research is particularly recommended in the development of risk taking instruments which can validly measure the risk taking dimension as a cognitive style.

ELEMENTARY SCHOOL STUDENT GROWTH IN READING AND MATHEMATICS DURING THE SUMMER

Order No. DA8503437

McLAUGHLIN, MARIETTA N., PH.D. *The University of Nebraska - Lincoln*, 1984. 135pp. Adviser: F. William Sesow

This thesis is composed of a study which includes an examination of student achievement changes in mathematics and reading during the summer vacation from school, the types of activities students participate in during the summer, and the hypothesized relationships between summer activities, demographic factors and student achievement changes.

Three of the hypotheses postulated no significant changes in reading and mathematics achievement test scores from spring to fall testing, and no significant difference between reading and mathematics test score changes from spring to fall. The relationships between socioeconomic status and family status and achievement were examined. The relationships between selected summer activities and achievement score changes were analyzed.

The reading and mathematics sections of the SRA Achievement Series, forms D or E, were administered to the third and fourth grade students in four elementary schools in a mid-sized Midwestern school district in the spring and fall of 1983. A survey of summer activities was administered to the parents of the students in the fall of 1983. Spring and fall achievement test results and surveys were available for approximately 200 students. The data was analyzed using T-test and ANOVA statistical techniques, as appropriate.

It was concluded that mathematics achievement scores declined significantly during the summer. Reading achievement scores showed a significant increase during the summer. A statistically significant difference existed between the direction of changes in mathematics scores and the direction of the changes in reading scores. Socioeconomic status and family factors were not significant factors.

Few summer activities were found to be related to achievement changes during the summer. Playing school, one of the few activities in which children might practice mathematics skills during the summer was found to be significantly related to mathematics achievement. Time spent reading appeared to be related to reading achievement. Television viewing, although not statistically significant, seemed to have a trivial negative relationship with mathematics achievement, and a trivial positive relationship with reading achievement.

The findings indicate the range of student achievement levels in reading and mathematics when school opens in the fall. The traditional fall review of mathematics skills appears to be supported, while a review of reading skills may not be warranted for the majority of students.

RELATIONSHIPS AMONG SEVENTH GRADERS' VISUAL AND VERBAL IMAGERY, ERROR DETECTION, AND READING COMPREHENSION PERFORMANCE IN NARRATIVE TEXTS

Order No. DA8419539

NEUDER, ROSILYN MADELINE, PH.D. *University of Maryland*, 1983. 190pp. Supervisor: Dr. John Eliot

One hundred and ninety-six seventh-grade students representing different degrees of visual and verbal imagery based on the Individual Differences Questionnaire were the initial sample for this study. Sixty of these subjects were selected as the subsample on the basis of extreme scores used to identify four groups of combined levels of visualization and verbalization: High-High, High-Low, Low-High, and Low-Low.

Three tasks were administered: (1) Paivio's Individual Differences Questionnaire, (2) multiple error detection of text-template inconsistencies for two original narratives, and (3) reading comprehension using multiple-choice text- and reader-based questions for each of the original narratives.

The dependent variables in this study were: non-directed probes-inconsistent items, non-directed probes-consistent items, directed probes, and reading comprehension. Two-way ANOVA's were used to test visual-verbal imagery differences and error detection using non-directed probes. Three-way ANOVA's with repeated measures were used to assess visual-verbal imagery and error detection (item placement at two levels) using directed probes, and visual-verbal imagery and question types (text- and reader-based questions) using reading comprehension. Tests of correlations and tests of differences were used to measure the strength and direction of the relationships between error detection and reading comprehension.

Results showed significant differences between high and low levels of visualization and verbalization in most tests for error detection. Planned pairwise comparisons were supported for non-directed probes (inconsistent items) between combined levels of visualization and verbalization. Analysis further indicated visualization was an important factor in error detection and reading comprehension. Correlational tests on data were significant for nine out of ten correlations. The inconsistent variables and the consistent variables detected with directed probes were predicted and found to be positively correlated with text- and reader-based comprehension questions; whereas, the non-directed consistent variable was expected and found to be negatively correlated with text- and reader-based comprehension questions. Tests of differences between the correlations for text- and reader-based comprehension were not significant for all five tests.

Approximately eighty percent of all research hypotheses in this study were supported. Limitations and directions for future research are provided.

DEVELOPMENTAL DIFFERENCES IN HEMISPHERIC INTEGRATION FOR SEMANTIC AND PHONOLOGIC PROCESSING AND PIAGETIAN STAGES FOR NORMAL AND DISABLED READERS

Order No. DA8500194

NOVELLO, ALICE MARIE, PH.D. *St. John's University*, 1984. 104pp.

Recent research has demonstrated language processing difficulties and a specific deficit in the grapheme to phoneme conversion for poor readers. On the other hand, evidence exists in support of a maturational lag underlying reading retardation in children. All behavior results from the integrated functioning of both hemispheres. There is evidence for a maturational trend in interhemispheric integration in information processing and cognitive development. The question raised by this study was whether there would be a developmental change in this grapheme to phoneme conversion deficit.

The purpose of this study was to examine the age changes for 9, 12, and 15 year old normal and disabled readers on semantic and rhyme tasks. In addition, cognitive development was examined by means of Piagetian tasks.

The results of this study force a reexamination of the concepts of lag and deficit. Too frequently they are treated as monolithic and the study shows clearly that they are specific to specific tasks. The data concerning interhemispheric integration, as measured by the ability to deal with the effects of lateralized presentation, indicated that there

were no differences between good and poor readers and both progressed at the same rate. With respect to dealing with a verbal task, it was found that poor readers were significantly slower than good readers but by age 15, could do the task as accurately as the good readers. With respect to Piaget, there was evidence of a classic maturational lag. Although the poor readers were inferior to the good readers at all ages both progressed at the same rate.

The results of this study make it clear that the theoretical structures underlying the lag and deficit controversy must be examined more carefully and that, when talking about lags and deficits, terms being used must be defined more clearly.

PARENTAL INVOLVEMENT IN READING AND ITS EFFECT ON READING ATTITUDES, INTERESTS AND ACHIEVEMENTS OF SELECTED STUDENTS

Order No. DA8418990

O'MAHONEY, THOMAS KEVIN, Ph.D. *The Ohio State University*, 1984. 139pp. Adviser: Professor James Kerber

The problem under investigation was to involve parents and students in specific reading related activities contained within the International Reading Olympic Games (IROG) and then determine parental affect upon student attitudes, interests and achievements in reading.

The experimental sample was drawn from a population of 153 boys and girls enrolled in grades four and five in a public elementary school in a large urban school district in the midwestern United States. Control subjects were drawn from a population of 146 boys and girls in a similar elementary school within the same school district.

A Solomon Four-Group design was employed to control for pretest effects. Forty-eight subjects were selected from each group to further control for student race, sex and SES. One half of the subjects from each group were pretested for reading attitudes, reading interests, use of personal time and television viewing habits. The IROG was then administered to the experimental group over a three week period. All subjects in both groups were then posttested for reading attitudes, reading interests, use of personal time, television viewing habits, and reading comprehension. All parents were then surveyed for their involvement in their children's reading.

Analysis of variance and co-variance, as well as means and standard deviations were taken to determine differences between the two groups. The study results indicate that no differences existed between the two groups prior to the IROG treatment. Posttest results, however, indicated significant gains for the experimental group with regard to student reading attitudes and achievements, use of personal time and television viewing habits. No significant posttest difference was noted with regard to student reading interests.

The results of the study suggest that activities such as the IROG, can influence student reading attitudes and achievements. Also student use of personal time and television viewing habits can be positively affected by activities such as the IROG.

A COMPARISON OF NORMAL AND DISABLED READERS IN ELEMENTARY SCHOOL ON INTELLECTUAL, SELF-ESTEEM, AND ANXIETY FACTORS

Order No. DA8504631

PH, GRACE FUNG, Ph.D. *University of Georgia*, 1984. 125pp. Director: Bert O. Richmond

This study examined the variables of intellectual factors of disabled and normal readers to determine if disabled readers were inefficient in acquiring necessary reading skills rather than lacking in the cognitive competence for their successful performance. Additionally, variables of affective domains were examined to investigate the social/psychological aspects of reading. Eighty subjects of seven to eight years of age participated in this study. They were evenly divided by sex and level into four groups. Subjects took the Gates-MacGinitie Reading Test, Wechsler Intelligence Scale for

Children Revised, California Achievement Test-Form C, Level 12 and Level 13, Coopersmith Self-Esteem Inventory, and Revised Children's Manifest Anxiety Scale.

A 2 x 2 (sex x level) analysis of variance yielded significant main effects for the variables of intellectual factors, self-esteem, anxiety, and lie scores between disabled and normal readers. However, except for anxiety and lie there were no significant interaction effects of the same variables due to the two groups' biological sex differences. Both disabled and normal readers showed a significant relationship between reading achievement and variables of some affective factors. Among these most interesting findings was a significant negative relationship between anxiety level and reading achievement for disabled readers and a significant positive relationship between self-esteem and reading achievement for normal readers.

COGNITIVE STRATEGIES AND INDIVIDUAL DIFFERENCES IN BEGINNING READING ACHIEVEMENT

Order No. DA8503697

POMPER, TERRY L., Ph.D. *Bryn Mawr College*, 1984. 104pp.

This study was designed to investigate the relationship between analytic and organizational skills and reading achievement among beginning learners. Children in two first-grade classrooms were administered reading and intelligence measures and were tested on four experimental tasks designed to tap individual differences in the use of analytic and organizational strategies. Good readers (Superior and Grade-level) performed significantly better than poor readers (Primer and Pre-primer levels) on three of the four experimental tasks. Good readers scanned visual stimuli more systematically, described visual configurations more completely and more accurately, and recalled configurational and sequential stimuli better than did subjects reading below grade-level. Good and poor reading groups did not differ significantly in their ability to analyze and relate a story expressed in a four-part pictorial sequence. The same pattern of results was obtained when the effect of IQ on reading scores was controlled.

Task manipulations and protocol analyses indicated that while the Good readers were highly consistent in their tendency to analyze and to report on visual stimuli in a complete and accurate manner, poor readers' verbal responses were generally inaccurate and incomplete. The very poorest readers (Pre-primer level) demonstrated a particular difficulty with the recall of sequentially-ordered stimuli. This group detected and used the pattern inherent in the stimulus items significantly less often than did the students in the higher level reading groups. As in their reading of unknown words, students in this group showed a tendency to respond globally, failing to analyze stimuli thoroughly and failing to pick up higher order relationships among parts.

This finding of a substantial relationship between analytic skills and reading achievement provides support for the inefficient learner hypothesis and suggests that individual differences in the use of analytic strategies be considered in the assessment of children experiencing learning problems. This study demonstrated that use of a measure which requires the active processing of sequentially-ordered stimuli can successfully differentiate among readers achieving at four different reading levels and can be usefully applied in the identification of poor learners who may be nonanalytic and disorganized in their task-approach.

READING ACHIEVEMENT, SELF CONCEPT, AND RELATED AFFECTIVE VARIABLES IN INTERMEDIATE-AGE CHILDREN
Order No. DA8502013

PRIDOLE, BESSY, Ph.D. *University of Oregon*, 1984. 476pp. Adviser:
Fay B. Haisley

The purpose of this study was to gain insight into Self Concept and related affective variables with respect to Reading Achievement for Intermediate Age children, combining quantitative and qualitative research methodologies.

Part I involved a secondary analysis of data collected in 1980-1981 from 600 Oregon fourth graders by McGee, then of the University of Oregon. Several measures were used: The California Achievement Test for Reading Achievement, Expectancy scores from this standardized test for Aptitude, Rosenberg's Self-Esteem Scale for Global Self Concept, and an idiosyncratic measure proposed by McGee for Academic Self Concept. A systematic exploration of available affective variables produced an Enthusiasm and Motivation for Reading factor with a Chi Square significant beyond the .001 level for three Reading Achievement groups. Other analyses provided additional information needed to build the Case Study section.

Part II involved eighteen fourth and fifth grade students from a nearby school district as Case Study subjects. Measures included a 45-60 minute Student Interview, a short Student Questionnaire (including Rosenberg's Self-Esteem Scale), current standardized Reading Achievement scores, and a 20 minute post hoc adult "Significant Other" Interview. Eighteen Individual Child Summaries were evolved integrating all information. These were used to build Summary Charts using Reading Achievement and Global Self Concept Groupings.

One major finding from the integration of Case Study Data relates to the degree of conflict, related to Reading, for Low Readers (1st - 3rd stanines, $N = 6$, $\bar{X} = 58.3\%$), and Middle Readers (4th - 6th stanines, $N = 8$, $\bar{X} = 39.6\%$) as compared with High Readers (7th - 9th stanines, $N = 4$, $\bar{X} = 4.1\%$). The degree of conflict was measured as a percentage discrepancy rate across response modes and information sources. Other findings include support for Rosenberg's Self-Esteem Scale and the power of using the individual child as the critical unit of analysis.

One implication for future research focuses on the need for further use of the Case Study approach and its application to teacher effectiveness principles. Another implication focuses on the need for confirmation and extension of these findings with similar and different populations.

THE RELATIONSHIP BETWEEN MOTOR LEARNING AND READING COGNITION
Order No. DA8504295

RICKSON, KENNETH BERTIL, Ed.D. *Boston University*, 1984. 159pp.
Major Professor: John Cheffers

This study examines the relationships of a program of developmentally based sport motor activities of second grade boys and girls, and the simultaneous acquisition of the attendant vocabulary contained within these skills. This alternative, activity based cognitive learning program is intended to motivate the apathetic reader to a more enjoyable and productive reading experience. One that appeals to the athletic type student, the "turned off" student and the withdrawn student, by stressing success through sports.

Data were collected using the Stanford Reading Achievement Test and The Individual Motor Behavior Survey, with a sampling of 75 second grade children.

Activities in the gymnasium were based on sport fundamentals correlated with whole word reading familiarizations. Serial memorization of the movement and the vocabulary served to teach new words as well as reading comprehension.

A total of sixty-five new words were introduced to the students in a Basketball unit, and an additional sixty-five words in a tennis unit. The students were also evaluated on the retention of these 130 vocabulary words at the end of each unit.

The results indicated significant support for the methods utilized, in acquiring both motor skill development and Vocabulary skill development.

The data suggested a new role for the Physical Educator in augmenting the Classroom teacher in the area of whole word recognition, while at the same time not sacrificing traditional motor learning development.

A STUDY OF THE INTERRELATEDNESS OF READING ACHIEVEMENT, THE PSYCHOMOTOR SKILL OF CURSIVE HANDWRITING, AND VISUAL-MOTOR INTEGRATION ABILITY OF FOURTH, FIFTH, AND SIXTH GRADE CHILDREN
Order No. DA8426210

ROGERS, ANN BOYNTON, Ed.D. *University of Arkansas*, 1983. 117pp.
Major Professor: Dr. Donald R. Rye

Some evidence of difficulties in handwriting and related skills had been noted in observation of children with reading problems. The study was conducted to determine a possible interrelatedness of reading achievement, handwriting ability, and visual-motor-integration skill of children in the fourth, fifth, and sixth grades. Three tests, Metropolitan Achievement Test-Elementary Reading, Zaner-Bloser Cursive Handwriting Scales, and Developmental Test of Visual-Motor Integration, were administered to 222 children in one elementary school.

Data were analyzed for the total sample and for three subgroups of the sample, fourth grade, fifth grade, and sixth grade. Data analyses of the total population indicated there were significant correlations, according to standardized-test results, between reading achievement and handwriting ability scores, and between reading achievement and visual-motor-integration scores. When subgroup results were analyzed, no significant correlation between reading achievement and handwriting-ability scores was indicated in fourth grade, but significant correlations were found within subgroups fifth and sixth grades, respectively. Significant correlations were indicated between reading achievement and visual-motor-integration scores of the total population and within each of the subgroups.

When the population was divided into subgroups of boys and girls, the girls' mean handwriting scores was significantly higher than the boys'. On the visual-motor integration test, the boys' mean score was significantly higher than the girls'.

Conclusions from the study are that although it is recognized reading achievement, handwriting, and visual-motor-integration abilities are affected by several factors, in the middle grades the skills, as tested by standardized tests, are related.

PROMISES AND POWER: MYTHS OF THE ACQUISITION OF LITERACY

ROSE, SHIRLEY K., Ph.D. *University of Southern California*, 1984.
Chairman: Professor Max F. Schulz

Narrative and autobiography theories developed in literary studies, anthropology, psychoanalysis, and historiography suggest that an analysis of autobiographical narratives of learning to read and write can help in determining cultural factors in the acquisition of literacy.

By their self-reflexive nature, autobiographical narratives of the acquisition of literacy transform elements of the contexts of learning to read and write into elements of texts. These texts can be subjected to a rhetorical and literary analysis in order to discover the common themes and structures that constitute a macroplot for acquisition of literacy narratives. Such an analysis provides information about and insights into some of the cultural factors in the acquisition of literacy. This allows construction of a more nearly complete paradigm for the act of learning to read and write than has heretofore been available from literacy theory and research in the disciplines of literary studies, anthropology, sociolinguistics, and cognitive science. This work explores some salient elements of the contexts in which the ability to read and write is acquired.

The patterns and processes of the acquisition of literacy as represented in five published autobiographies indicate that a pervasive myth of literacy as a path to autonomy motivates, supplies structure for, and is realized in the autobiographies of John Stuart Mill, Malcolm X, Richard Rodriguez, Maxine Hong Kingston, and Henry Adams. In representing the myth that learning to read and write led to their eventual autonomy, these authors create and assert that autonomy.

A similar examination of student written autobiographical narratives of the acquisition of literacy indicates a correlation between students' success as measured by a particular academic situation and their representation of the myths that literacy leads to autonomy and that schooling leads to literacy.

If power is the promise of literacy schooling, educators must design literacy instructional situations which empower learners rather than reinforce their powerlessness.

(Copies available exclusively from Micrographics Department, Doheny Library, USC, Los Angeles, CA 90089.)

THE RELATIONSHIP BETWEEN STUDENT LEARNING STYLE AND READING ACHIEVEMENT

Order No. DA8429895

STAPLIN, PHYLLIS MARY, Ed.D. *Drake University*, 1984. 197pp.
Adviser: Joseph A. Fisher

The problem. This study was designed to determine whether a relationship existed between students' learning style and reading achievement.

Procedure. Students' perceptions of learning conditions that were most and least conducive to their best achievement as identified by the Learning Style Inventory (LSI) were examined for a random sample of 120 students in Grades 3 through 6. Reading achievement results from the Iowa Tests of Basic Skills (ITBS) were tabulated across grade levels and between male and female students for the sample.

The relationship between learning style and reading achievement was analyzed. Learning style factors and reading achievement were independently examined by grade levels and sex.

Findings. While some relationships were found to exist between learning style and reading achievement, it could not be demonstrated that either positive or negative LSI responses had consistent relationships with ITBS reading skills.

Results did not indicate that either sex or grade level of students had any consistent relationship with four ITBS reading skills. However, significantly higher scores were seen in Work Study I with males, and in Work Study II with females and with students in grades 5-6. Significant interaction occurred at the .01 level between sex and grade levels in Reading for Generalizations.

Conclusions. It could not be demonstrated that all 23 learning style factors had consistent relationships with the six reading achievement skills. Factors that did relate significantly include Adult Motivation, Persistent, Responsibility, Structure, Learning in Several Ways, and Auditory. When the reading task involved several thought processes, e.g. Work Study I and II, learning style factors had more influence.

READING ACHIEVEMENT RELATIVE TO SCHOOL

EFFECTIVENESS RESEARCH

Order No. DA8503487

STIMPFLE, MARGARET JEAN, Ed.D. *University of Virginia*, 1984. 142pp.
Major Adviser: Robert Lynn Canady

The purpose of this investigation was to study a plan for improving reading test scores which had been implemented and reportedly had resulted in significant results on a district-wide basis. The focus of the study was to determine whether or not the use of the plan had produced results in an undifferentiated manner with selected students and to determine whether or not the reported results could be explained in a theory/research base context.

A mixed form design was used to seek answers to the questions posed in the study. Qualitative methods were used to describe and to categorize the procedures in the reading plan. Quantitative methods were used to determine the effects of the reading plan in terms of student achievement as measured by achievement test scores. Multiple regression analysis and multiple discriminate analysis were the statistical methods used to analyze data.

It was determined that eighteen of the twenty-three procedures in the reading plan were considered to be associated with one of the four school effectiveness characteristics of academic emphasis, high expectations, instructional leadership, or monitoring pupil progress. To a limited extent, the procedures studied operationally define the selected school effectiveness characteristics.

According to the data analysis of the student background variables and achievement gains, the null hypothesis was rejected at the .05 level of significance. The variables of retention, mother's education, and race accounted for fourteen percent of the variance in achievement gains. Variables other than demographic ones should be studied to determine if variables within the school's control account for the variance in gains.

According to the data analysis of the implementation of the reading plan, all schools followed the total reading plan to a moderate degree. Those procedures associated with monitoring pupil progress and instructional leadership were followed to a high degree. Those procedures associated with academic emphasis and high expectations were followed to a moderate degree.

School personnel in the district studied were able to improve reading achievement test scores for all students in the district through

implementation of selected policies. Because demographic variables accounted for only fourteen percent of the variance in gains, variables within the school's control, such as school policies, instructional programs, or organizational structure, may account for a large degree of variance in achievement test scores as reported in other effective school research.

CONSTRUCT SYSTEMS OF SEVENTH GRADE STUDENTS AND THEIR RELATIONSHIPS TO READING ACHIEVEMENT: AN APPLICATION OF KELLY'S REPERTORY GRID TECHNIQUE

Order No. DA8423999

WALKER, RENA MAE, Ph.D. *The University of Oklahoma*, 1984. 187pp.
Major Professor: Caryl L. Adams

The study investigated the construct systems of seventh-grade students at varying reading achievement levels and analyzed both qualitatively and quantitatively the metacognitive awareness that these students' constructs reflected as they compared and contrasted different reading materials. Thirty-five subjects (5 at each decile from the 30th through 90th on the *California Achievement Test*) were asked to consider nine types of materials in triadic sorts (Kelly, 1955). Verbal labels or constructs were analyzed as to: (a) frequency, (b) depth (surface level and deep level), (c) content categories, and (d) patterns. A correlation was found to exist between: (a) construct frequency and achievement and (b) deep level constructs and achievement. Significant differences were found to exist on the number of total and the deep level constructs among the low, middle, and high ability groups. Although high achievers were found to use more deep level constructs which were elaborated and refined, they did not reduce their number of surface or low level constructs. The ten core content categories that emerged from the verbal labels or constructs were found to be highly similar for all achievement levels. Cluster diagrams, produced by the Focus computer program (Shaw, 1980), were analyzed to determine common sorting patterns for each

achievement level. Cluster patterns that represented organization of materials according to similarity of reading purposes were found in a moderate degree at the middle achievement levels; however, complexity in cluster organization, construction, and integration was evident only in higher achievement levels. Metacognitive awareness within the construct systems of low achieving readers was characterized by a restricted ability to: (a) differentiate among the reading materials according to their purpose, features, or structure; and (b) generate or relate inferential constructs about reading materials. Conceptual deficiencies appear to limit the way low achieving readers approach reading tasks. Readers' constructs appear to determine strategies used to make sense of context and those intentions guide the reading process with prediction and control. Low achievers' interpretations of the sorting task reflected limitations within their cognitive systems to approach reading materials with an organized set of constructs necessary to make sense of reading context.

THE RELATIONSHIP OF FIELD DEPENDENCE-INDEPENDENCE AND PRIOR KNOWLEDGE OF PASSAGE CONTENT TO RECOGNITION OF MAIN IDEAS AND DETAILS IN ILLUSTRATED AND NONILLUSTRATED EXPOSITORY TEXT

Order No. DA8413282

WILSON, BONNIE JANE VON HOFF, Ph.D. *The University of Wisconsin - Madison*, 1984. 188pp. Supervisor, Associate Professor Ann D. Becker

The purpose of the study was to examine the relationship of field dependence-independence and prior knowledge of passage content to recognition of main ideas and details in illustrated and

nonillustrated expository text written for sixth-grade children. Based on results of the Group Embedded Figures Test and a prior knowledge test on computer parts and the computer language BASIC, eighty subjects were grouped on field dependence-independence and high or low prior knowledge. Subjects were then randomly assigned to two groups and read either an illustrated or nonillustrated 1300-word passage on the parts of a computer and on the computer language BASIC. Illustrations were included to test the contextual and compensatory functions of pictures in prose. Immediately after the reading of the passage, the investigator administered a 30-item multiple-choice comprehension test on passage content.

Statistics from a three-way ANOVA indicated that field-independent subjects recognized significantly more main ideas and details than did field-dependent subjects, subjects who possessed high prior knowledge recognized significantly more main ideas and details than did low prior knowledge subjects, and subjects who read illustrated text recognized significantly more main ideas and details than did those who read nonillustrated text.

The investigator concluded that in the present study, skill in perceptual disembedding transferred to disembedding textual information, high prior knowledge of a passage facilitated passage comprehension, and the visuals provided a bridge between the text and the subjects' pictorial schemata.

EFFECTS OF A PARENT ADMINISTERED SUMMER PROGRAM ON READING AND MATHEMATICS SKILLS

Order No. DA8502954

WITKOWSKI, RICHARD JOHN, PH.D. *The University of Michigan*, 1984. 189pp. Chairman: Donald Steer

The purpose of this study was to determine whether a ten week parent administered summer program, which provided weekly review exercises to be completed at home in reading or mathematics, helped students in grades one through six maintain skills learned during the past school year.

A total of 120 elementary students, who participated in a 1983 parent administered summer program, were included in the study. A comparison group of 129 matched non-participating students was identified. Parents assisted their child during the summer vacation period with the program materials. Parents also completed a questionnaire designed to assess the parent participation in the school environment and reasons for enrolling or not enrolling their child in the program.

When reading and mathematics scores on a pre-test were compared with scores on two post-tests administered three months and seven months after conclusion of the program, no differences were found between experimental and comparison groups in reading or mathematics overall, or when grouped according to gender, achievement level, parents' involvement in the school environment, achievement level, number of lessons completed, or grade level. Caution was advised, however, in generalizing these results to any summer program of this nature. Characteristics of this program, such as the materials for which no validation data were available, may have contributed to a lack of significant findings.

Recommendations were directed toward both program improvements and further research. They included: an increase in the amount of remediation and enrichment materials used; assignment of students to the mathematics lessons by ability level; further study of the effects of home instruction in mathematics, and further study of the effects of other variables of parent involvement on student achievement.

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