

READING INTEREST: A STUDY TO INVESTIGATE  
THE RELATIONSHIP BETWEEN INTEREST AND  
ACHEIVEMENT OF MALE DISABLED READERS  
AGES EIGHT TO TWELVE

By

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## CHAPTER I

### PRESENTATION OF THE PROBLEM

#### Introduction

How important is interest in reading to achievement? If a reader is interested in reading materials of his/her own choosing, does this behavior have impact on achievement? What kind of interest do boys who are disabled readers ages eight to twelve have in reading materials? Such questions are worthy of consideration when thinking about ways to meet the needs of students in reading instruction.

Much work done in reading research in the past decade has centered on the cognitive domain. Research in this area of reading has led to a better understanding and knowledge of how students comprehend text (Ruddell, 1990). The area of interest as it relates to reading achievement is an area where more emphasis and study is needed. No desire, negative attitudes, and lack of interest are but a few of the problems that can be listed.

Since 1899, interest in reading has been an area of much research and concern to reading educators (Weintraub, 1977). Many studies have been made to determine what kinds of books, choices, and interests children have in reading. Some have suggested that a relationship exists between

interest and achievement (Bruneau, 1986). Other studies have focused on the relationship of gender and interest to reading achievement (Howes, 1963; King, 1967, Johnson and Greenbaum, 1982). The number of studies on the relationship of interest to achievement among male disabled readers is very limited.

In many elementary classrooms and reading clinics, males with reading problems comprise a surprisingly large population (Blom, 1971; Putnam City Schools, 1990). Some have suggested that the cause for this fact is due to a lack of desire to read, which can result in low reading scores. Males in elementary classrooms and reading clinics traditionally experience failure. Samuels and Turnure (1974) suggest that males are less attentive during reading instruction, and this lack of attention in turn could lead to a lack of interest and achievement.

Gates (1961) comments on the fact that boys read poorly when taking standardized tests, which may be attributed to a lack of opportunities in reading. The researcher can recall similar behavior of male disabled readers in his own classroom. The present study explored how interest relates to achievement in reading.

#### Need for the Study

Researchers in reading have suggested a relationship between interest and achievement. Some are still unclear to what extent this does occur (Bruneau, 1986). The literature

suggests that males with reading problems have little or no interest in reading (Asher, 1980). In reviewing the literature on reading interests, little research has been done on how interest relates to achievement in male disabled readers; more specifically, males who are disabled and are ages eight to twelve. A study which looks at this specific group would have impact on instruction and selection of materials for these students.

#### Statement of the Problem

Interest in reading can be considered one of the most important and crucial variables that impact upon a readers learning and reaction to text (DeBeaugrande, 1982). Brewer (1983) suggests that interest is a major part not only in motivation, but in comprehension and recall of text. The purpose of this study was to describe the relationship between interest and achievement in male disabled readers ages eight to twelve.

#### Hypotheses

Each of the following hypotheses was tested at the .05 level of significance. Each is presented in the null form.

H<sub>1</sub> - There is no significant relationship between reading interest as a reward and vocabulary achievement in male disabled readers ages eight to twelve.

H<sub>2</sub> - There is no significant relationship between reading interest as a reward and comprehension achievement in male disabled readers ages eight to twelve.

H<sub>3</sub> - There is no significant relationship between reading interest as a reward and total reading achievement in male disabled readers ages eight to twelve.

H<sub>4</sub> - There is no significant relationship between reading interest as a result of teacher encouragement and vocabulary achievement in male disabled readers ages eight to twelve.

H<sub>5</sub> - There is no significant relationship between reading interest as a result of teacher encouragement and comprehension achievement in male disabled readers ages eight to twelve.

H<sub>6</sub> - There is no significant relationship between reading interest as a result of teacher encouragement and total reading achievement in male disabled readers ages eight to twelve.

H<sub>7</sub> - There is no significant relationship between reading interest as a result of follow-up activities in reading and vocabulary achievement in male disabled readers ages eight to twelve.

H<sub>8</sub> - There is no significant relationship between reading interest as a result of follow-up activities and comprehension achievement in male disabled readers ages eight to twelve.

H<sub>9</sub> - There is no significant relationship between reading interest as a result of follow-up activities and total reading achievement in male disabled readers ages eight to twelve.

H<sub>10</sub> - There is no significant relationship between reading interest as a result of enrichment and vocabulary achievement in male disabled readers ages eight to twelve.

H<sub>11</sub> - There is no significant relationship between reading interest as a result of enrichment and comprehension achievement in male disabled readers ages eight to twelve.

H<sub>12</sub> - There is no significant relationship between reading interest as a result of enrichment and total reading achievement in male disabled readers ages eight to twelve.

#### Definition of Terms

Reading Interest - As noted in the Table I, reading interest has been defined by self selection, rating scales, teacher involvement, questionnaire, inventory, and responses to interviews. Reading interest in this study will be defined using the following criteria:

1. Reading Interest as a Reward.
2. Reading Interest as a Result of Teacher Encouragement.
3. Reading Interest as a Result of Follow-up activities.
4. Reading Interest as a result of Enrichment.

TABLE I

## SUMMARY OF HOW INTEREST WAS DEFINED FROM STUDIES REVIEWED IN THE LITERATURE

Study	Date	Definition of Interest
True	1899	What kinds of books each child checked out as a result of self-selection
Terman & Lima	1926	1) Records of books checked out; 2) Interest inventory
Norvell	1950	Interest was defined based on a scale of rating books from very interesting, interesting to uninteresting.
Barbe	1963	Interest was defined as what children want to pursue on their own; and how the teacher helps to establish interest.
Norvell	1966	Interest was defined as a result of what kinds of periodicals/magazines children chose.
Baker	1972	Interest was defined as a result of an inventory that was administered.
McNinch	1972	Interest was defined by how children responded to pictures that represented materials for interest in reading.
Zank	1986	Interest defined by a teacher questionnaire regarding "voluntary reading" habits.
Gates	1961	Not reported

TABLE I (Continued)

Study	Date	Definition of Interest
Stanchfield	1962	Extensive interviews were conducted lasting an hour, i.e. what kinds of free time activities the boys had in relation to time spent (if any) reading.
Greeslin & Wilson	1972	Interest was defined as self-selection.
Asher & Markell	1974	Interest was defined by an administration of slides representing interest in reading material.
Fisher	1988	A reading preference survey consisting of a list of 44 fictitious book titles and descriptions.
Bernstein	1955	Interest was defined as a result of how many students were more interested in one type of reading selection vs. another type.
Shnayer	1968	Interest as result of a scale to determine interest of reading selections.
Vaughn	1975	"relative concept, not an absolute"
Scholtz	1975	From a scale of "seven points that ranged from "liked very, very much" - "disliked very, very much," this used to rate ten story selections selected by the researcher.

TABLE I (Continued)

Study	Date	Definition of Interest
Belloni & Jongsma	1975	<p>Interest was revealed from choosing stories that held possible interest. The stories were in categories.</p> <ol style="list-style-type: none"> <li>1. interesting to both boys and girls</li> <li>2. interesting to girls, not boys</li> <li>3. interesting to boys, not girls</li> <li>4. interesting to neither boys or girls.</li> </ol>
Stevens	1979	<p>Defined on topics number 25 in a "verbal questionnaire". Interest was rated on a scale from one - seven. Topics were from pictures numbering 156.</p>
Anderson, Higgs & Wurster	1985	<p>Interest was defined by a log that was kept of free reading.</p>
Brueneau	1986	<p>Interest questionnaire.</p>



Reading achievement refers to the vocabulary, comprehension, and total reading achievement from the Gates-MacGinitie Reading Test.

Disabled reader refers to children who are below the criteria set by the Putnam City School District which is one standard deviation (21.06 NCE points) between expectancy in reading and current achievement in reading.

#### Limitations

This study will be limited to the students from a large metropolitan school district in central Oklahoma. The sample of 30 male subjects were chosen from that school district.

The results or findings will be limited to readers who are similar to the readers in this study. The reading program will not be considered in this study.

## CHAPTER II

### RELATED REVIEW OF THE LITERATURE

#### Introduction

Research in the area of reading interest has been very extensive. Numerous studies have focused on: general research in reading interest; reading interest and preferences; relationship of sex and maturation to interest; and the notion of reading interest as it relates to achievement. After a thorough search of the literature, little has been done in regard to reading interest and achievement of male disabled readers ages eight to twelve.

This study will describe the relationship between reading interest and achievement in male disabled readers ages eight to twelve. Therefore, this review of the literature will be organized according to the following outline: 1) General studies of reading interest, 2) Reading interest and preferences in relation to sex and maturation and 3) Reading interest and achievement. A summary will be given in conclusion.

## General Reading Interest

Interest has been a topic of concern for educators for the last ninety years. Within this discussion, interest and the relationship to reading has been a major component. Because the research in reading interest as been in abundance, key studies will be reviewed in this section.

True (1899) was the first to see how interest related to reading material. He kept track of what interests children had in relation to a record of books that were checked out from the library. A point worth consideration is that he did not make any analysis to what was checked out and why certain materials were checked out. Not surprisingly, to some extent this technique of record keeping can still be seen as a part of elementary reading programs in schools today.

Research conducted by Terman and Lima (1926) suggested that not only the school had impact on interest in reading, but the home and even children themselves. In this study over a two month period of time, approximately 2,000 children were asked to keep records of books they read.

Also, an interest inventory was administered as to which kinds of materials children like to read. The question of how reliable this study was still has impact on research today. Collection of data, such as records of books that were read by students is subject to question. The reliability of the interest inventory was never discussed or dealt with adequately. The lack of clear

definitions of what interest is provides for problems that still plague research in the area of reading interest at this present time.

In a study dealing with the problems of reliability in relation to interest, Norvell (1950) collected data from fifty thousand children in grades seven to twelve. The students in the study were given a book and asked to tell who the author was and the title of the book. Next, the students were to rate the book on a three point scale. This scale ranged from very interesting, interesting, to uninteresting. The score on interest was based on a tabulation of the responses. The ratings were then used as a benchmark for material selection. Again, the notion of reliability was questioned in this study. The reason for this conclusion was due to the fact that the rating system was considered too ambiguous.

Barbe (1963) suggests, "only by developing permanent interest in reading, along with the mastery of basic skills, can reading instruction be said to be successful." (p. 486). In his research he discussed the notion that children need to not only see a purpose in what they read but be interested in what they read. His discussion concerned **THREE** points:

1. Learning to Read.
2. Interest Through Self-selection.
3. Interest Factor and the Teacher.

In Learning to Read, Barbe comments that the child with a reading problem will most likely say in response to the question "Do you like to read?" - "I would if I knew how." (p. 487). These kinds of readers need help in what he termed, "reading to learn." (p. 488). The point to be made here is that instruction in reading skills should be coupled with a reason for doing these activities. As the child's interest increases the reasons for skill instruction in reading will become more understandable for the child.

Next, the discussion concerned Interest through Self-selection. Barbe discusses that allowing children to select reading material can be promising, but also can be troublesome. According to Barbe, these problems can become teaching opportunities in helping children to develop interest in areas that they want to pursue.

Finally, in Interest Factor and the Teacher, Barbe comments on the fact that the teacher is very important in helping to establish the importance of interest in reading. He says that when interest in reading is a vital part of the reading program, a teacher can say that they have succeeded in their goal of teaching reading.

To further his point on the importance of interest, Norvell (1966) investigated the notion of periodical reading in grades three to six. Students numbering 6,000 equally divided between boys and girls participated in the study.

Each of the students in the study were given a list of magazines and then were asked to tell to what degree of interest each periodical held for that student. This procedure was facilitated by checking the magazine of interest in the appropriate space in the column of the list.

The results of this study indicated that for boys the favorite periodicals were Boy's Life with National Geographic coming in second. For girls, National Geographic was their first choice. What was noted to be of importance in this study was the fact that interest was the most significant component in the children's selection of reading material. Norvell concluded that in reading periodicals, interest had the most impact in regards to the reading program.

According to McNinch (1970), "establishing the reading preferences of children remains a valid research direction" (p. 32). In a study conducted by McNinch (1970), 59 third, fourth, and fifth grade disadvantaged students participated in determining reading interests. Reading interests were established by asking the students to look and respond to twelve individual pictures representing stories the child might like to read.

Also, each child was asked to remove the pictures representing stories he would like to read in order from best to least. The order of selections were ranked and recorded to help in determining reliability.

The pictures were representative of preferences in reading material children would most likely read. The pictures included such categories as: community relationships representing ethnic backgrounds, fairy tales, and wild animals stories. Three pictures were given for viewing in each category. To validate these categories, ten graduate reading students sorted the pictures into the categories. The labeling was done correctly by each graduate student. This conveyed that at least to adults, these pictures were representing the categories.

To test the reliability of the pictures significantly, a Kendall Coefficient was performed. A chi-square analysis was performed to test the selection of least to most like categories. The Kendall Coefficient was done separately for the total group, fifth grade, fourth grade, third grade, boys, girls, whites, and blacks. Reliability was not demonstrated for the picture selection. Uniformity of responses of the sample was not apparent.

A chi-square analysis was used to determine if the sample would reflect common interests in picture selection from most to least liked. The results were significant, suggesting that chance was not the determining factor in interest selection. The most liked choice across groups was wild animal stories and least liked choice was community relations. The results confirm research by Norvell (1950) that interest was very significant in a child's success in the reading program.

Baker (1972) conducted a study to determine the reading interests of children in different socio-economic groups; upper, lower, and middle. The investigation involved (354) fourth grade students. A Reading Interest, Attitude and Habit Inventory by Spache and Taylor was given to the students in the study. Also, the Edward's Scale of Socio-Economic Status was administered.

A three-way analysis of variance was used to determine significance. This was due to the three independent variables of sex, maturation, and socio-economic status. The results of this study were significant. Socio-economic status had a greater affect on the child's interest toward reading. Interest was also affected by the higher socio-economic status of the child's family. Of all factors dealt with in this study, age was deemed most important on interest. This notion will be discussed in the section of review of the literature dealing with interests and sex and maturation. Baker suggests that interest in reading is an essential part of teaching reading to children and should always be a part of diagnosing strengths and weakness. This research confirms the work of Norvell (1950; 1966).

Bank (1986) surveyed 844 students in grades six through twelve to ascertain reading interests. These students responded to a teacher-administered questionnaire regarding their voluntary reading habits. The students indicated these topics from a list of 58 topics developed prior to administration. This was facilitated by a pilot study.



Responses were correlated with information about the students regarding sex, grade level, ethnicity, native language, academic average from the last year, English grade from the last year, teacher's judgment about academic level/reading level, and teacher's judgment about student's social class membership/amount of "cultural exposure" (p. 9).

The data that were collected were cross-tabulated which provided for individual group results. This method computes the statistical significance to the relationship between the responses. The significance was .05 or lower as a result of chi-square analysis. This study suggested that teachers could use this information on interest in material selection for reading activities in the classroom. This then in turn could impact curricular decisions in the future.

This section has reviewed the literature as it related to studies conducted on reading interest in general. Historically, one can see that research in reading interest has been varied. Such topics as validity and reliability have been questioned. Other studies reviewed have suggested that interest is very important when considering reading instruction. Participants in the studies reviewed ranged from elementary to high school, suggesting that research in interest as it relates to reading is very worthwhile and important. Table II that shows a summary of the studies reviewed.

TABLE II

## SUMMARY OF THE LITERATURE IN REGARD TO GENERAL STUDIES OF READING INTEREST

Study	Date	N	Discussion	Findings
True	(1899)	not reported	First to keep track of reading records of children in school.	True did not make any analysis of what was checked out and why.
Terman & Lima	(1926)	2,000	Children kept a record of books read. An interest inventory was administered to see kinds of materials children liked to read.	Reliability and validity was questioned in the study in regard to the interest inventory. Lack of a clear definition of interest was noted.
Norvell	(1950)	50,000	Children in grades seven to twelve were given a book and asked to rate very interesting, interesting, to uninteresting.	Norvell felt that the rating system was too ambiguous.
Barbe	(1963)	not reported	In reading, children need to: 1) learn to read, 2) develop interest through self-selection, and 3) have interest as a factor with the teacher.	Barbe states that interest is the most important factor in the reading program, not only to student, but the teacher as well.

TABLE II (Continued)

Study	Date	N	Discussion	Findings
Norvell	(1966)	6,000	Students in grades three-six, evenly divided between boys and girls were given a list of magazines. With these magazines, degrees of interest were taken.	Boys rated <u>Boy's Life</u> and <u>National Geographic</u> as favorite. Girls rated <u>National Geographic</u> as favorite. Norvell concluded that in regards to magazines, interest was most important.
McNinch	(1970)	59	Disadvantaged third and fourth grade students looked and responded to twelve pictures representing interest.	Results indicated that common interests were significant in interest selection, i.e. wild animals - to community relations as depicted by the pictures used in the study.
Baker	(1972)	354	Children in fourth grade were used to investigate the relationship between interest and socio-economics.	Interest was affected highly by the higher socio-economic group the student was in. Age was noted as important.
Bank	(1986)	844	Students in grades six through twelve responded to a teacher-administered questionnaire regarding voluntary reading habits.	Results indicated that a significant relationship between responses was apparent. Suggesting that this information could be helpful regarding selection for reading materials based on interest.

Reading Interests and Preferences in  
Relation to Sex and Maturation

Researchers for a long time have looked at the relationship of interest in reading to sex and maturation. In reviewing the literature on the relationship of interest to sex and maturation, some commonalities will become apparent.

In a study conducted by Gates (1961), the question was raised as to which are better readers -- boys or girls. Gates examined sex differences in reading ability based on test scores. The sample consisted of 13,114 students. Six thousand six hundred forty-six of the sample consisted of boys, and 6,468 consisted of girls. All of the students were in grades two through eight.

Each of the students in the study took the Gates Reading Survey Tests: Speed of Reading, Reading Vocabulary, and Level of Comprehension. These tests were administered in twelve school systems in ten states.

The results of the testing indicated that the girl's raw scores across grade levels were significantly higher than the boys. When the raw scores were converted to reading grade levels, it was found that in both speed and vocabulary girls were superior.

Boys in the study outnumbered the girls in the three lowest scores in all the tests by about two to one. The greater the variability with the boys scores was attributed to the fact that a greater part of the boys received low scores.

Gates concluded that the findings suggested that on average girl's reading ability did in fact exceed boy's. Maturation is the usual cause for explanation for this phenomena. Most importantly the data suggested that girls have more opportunities and interest in reading activities. This explanation gave impact on the notion of how to help boys in reading -- namely more time to read material and time to develop interests. If this was a part of the reading program in the elementary school, then possibly Gates thesis that boys become poor readers and fall at the bottom in reading could be reversed. If maturation is to be considered, then this research is confirmed by work done by Kirsch (1975) who suggested that interests become more an issue concerning sex as the child moves to the intermediate grades. Boys start at age nine to become interested in sport and adventure themes. This information can become an aid in helping boys in reading instruction.

Stanchfield (1962) conducted research to look into what role did interest play in developing reading abilities in boys. One hundred fifty-three boys were selected for the sample from grades four, six, and eight. With each grade level, there were three groups; superior readers, average readers, and poor readers. The I.Q. ranged from 90 to 120.

To secure the reading interests of the boys, extensive interviews were conducted lasting an hour. Rapport was very important in building trust to gather the information needed about their interests. To avoid any problems, the

interviewers asked the boys to discuss what kinds of free time activities the boys did which led to questions about reading.

The data that was collected suggested that a positive .92 correlation existed between the fourth and sixth grades and a positive .94 correlation existed between fourth and eight grades. Finally, a positive .89 correlation existed between the sixth and eight grades. These positive correlations were in regard to reading interests. A two-way ANOVA was performed which revealed no significant differences in preferences of the boys to reading abilities.

The results of this study suggest that a striking similarity was evidenced among all the boys in the study. The boys who read poorly would respond to the question about books about outer space this way, "Sure I like to read books about outer space, but I can't pronounce the words. The books that I can read are too silly and babyish." (Stanchfield, p. 44). The implications of this study as suggested by the author was to be aware of reading interests of boys starting in the fourth grade and use this information in developing reading activities. This study confirms previous studies reviewed. For reading instruction to be effective, interests should be accounted for when planning instruction. This has been shown especially in regard to sex and maturation.

Geeslin and Wilson (1972) conducted research to answer two questions:

1. Does the eight year old who is two years accelerated in reading ratify the choices of his classmates, or does he prefer the favored books of fifth graders?

2. Does the twelve year old who is two years retarded in reading like books favored by seventh graders better than those preferred by his reading peers, the fifth graders? (p. 750).

The importance of this study confirms research in suggesting that knowledge of interests is vital in working with strengths and weakness in reading instruction.

The sample consisted of 30 eight-year olds whose reading ages fell between ten and eleven. Similarly, 30 twelve-year olds whose reading ages fell between ten and eleven. Both groups of students' reading ages were measured by the Gates Reading Survey, Form 1. Each group of students were shown books in pairs and asked to choose the more interesting of the two books.

The results of 30 eight-year olds, fifteen girls and fifteen boys, with reading ages between ten and eleven revealed that the first question in the study was found not to be significant. Therefore, an alternate hypothesis was accepted. It dealt with the fact that girls in the study made book choices according with chronological age rather than reading age.

Results of the twelve-year old boys revealed similar patterns as suggested with the eight-year olds. However the twelve-year old girls made choices for books favored by their reading age peers. The authors suggest that the fifth grade girls tended to agree with their reading peers, but

the difference that was noted was not statistically significant.

The implications of this study suggest that advanced third grade boys are as likely to choose books that are usually chosen by fifth graders, thus more advanced books should be made available. Thus, the notion of self-selection plays an important role in the reading program. The most interesting and significant finding of the study was that twelve-year old girls in seventh grade who read poorly, chose the same books as those chosen by the other seventh graders in the class. The results of this part of study suggest that in remedial reading instruction, instruction may be more successful if developed around interests of these students. Finally, both groups of boys in two reading age levels and four grade levels made book choices according to interest. Geeslin and Wilson indicated that the notion of interest is something to be considered when employing instruction (1972).

Asher and Markell (1974) investigated whether sex differences in reading comprehension were affected by variations in interests of reading material. This study was prompted in part by research by (Kagen, 1964; Stein and Smithells, 1969) who suggested that boys typically view reading as a sex inappropriate activity.

The subjects consisted of 87 fifth grade children, 49 boys and 38 girls. The children were from middle class



homes and had an average I.Q. score of 109 as evidenced by a school administered I.Q. test.

The children were tested for interest by an administration of interest slides that were made from photos from magazine pictures and books. These pictures were chosen to ensure a wide range of interest for boys and girls. Thirty-four children at another school were given the slides to ensure that the slides did indeed represent interest.

The reading material to test for comprehension was twenty-five passages corresponding to topics from pictures from Encyclopedia Britannica Junior. This was also facilitated by doing the cloze procedure to measure comprehension.

The interest and comprehension tests were administered in two separate sessions one week apart. This was done to minimize the possible connections of the two tests in regard to the relationship between the pictures and reading material.

The results of the study suggest that children preferred high-interest material and there was no significant difference between boys' and girls' ratings. The results of the comprehension section of the study suggest that girls read significantly better than boys. Most important was the fact that both high and low achieving students' comprehension was facilitated by high-interest material. This study confirms previous studies, suggesting

that interest is important when considering positive results in the reading program.

In a study conducted by Fisher (1988), reading preferences of third, fourth, and fifth grades were investigated. The subjects consisted of 207 students. A grade, sex, and racial balance was employed in the study. An equal number of black and white students were available to participate.

A reading preference survey developed by Bundy (1982) was employed for the study. This survey consists of a list of 44 fictitious book titles, and book descriptions. Four titles are randomly distributed in the survey. Eleven categories of interest were included. A Likert scale was used to mark choices ranging from dislike very much to like very much. The survey was administered in a group setting.

The scoring was set up to allow one point for least preference to two points for next preferred and so on. A maximum of 16 as a score was calculated for each of the mentioned eleven categories.

The results using a multivariate ANOVA concluded that the most important significance was the interaction of sex and race [ $F(11,161)=2.02, p<.05$ ]. Sex was also shown to be significant in rank order differences. This study as with others reviewed in this section revealed that sex and maturation had influence on the reading interests of children in the reading program in schooling.

This section reviewed the literature relating to the reading interests and preferences in relation to sex and maturation. The studies reviewed show how interest is important as it relates to a child's sex and age, both chronologically and mentally. Differences in who reads better, what interests boys and girls have, the impact on instruction in remedial settings, the importance of high-interest material, and how influential sex and maturation impacts a reading program have been discussed. This section on review of the literature is described in Table III.

#### Reading Interest and Achievement

Researchers in the field of reading have long agreed that a relationship appears between reading interest and achievement. Little research has been conducted on interest and achievement as it relates to male disabled readers, ages eight to twelve.

Most of the studies that were reviewed deal with interest in topics and the relationship to achievement. This section on the review of the literature will confine itself to studies that have bearing on the present study on reading interest and achievement of male disabled readers ages eight to twelve.

Bernstein (1955) conducted research to answer two questions:

TABLE III

SUMMARY OF THE LITERATURE IN REGARD TO READING INTERESTS & PREFERENCES IN  
RELATION TO SEX AND MATURATION

Study	Date	N	Discussion	Findings
Gates	(1961)	13,114	Boys and girls in grades two-eight took the <u>Gates Reading Survey Test</u> to see which were better readers boys or girls.	Girl's raw scores were significantly higher than boys. Gates concluded that boys needed more opportunities in reading and interest could play a major role.
Stanchfield	(1962)	153	Boys in grades four, six, and eight participated in this study to determine interests in reading.	A positive correlation between the grade levels of the boys was significant. Suggesting that interest could play a major role in developing reading activities.
Greeslin & Wilson	(1972)	30	Fifteen boys and girls participated in this study determine book choices of those subjects who were two years accelerated in reading and those subjects who were two years retarded in reading.	Results indicated that advanced third grade boys are likely to choose books that are those of fifth graders. Interesting is the fact that twelve year old girls who are reading retarded chose books as their peers. Instruction in remedial instruction could be centered with interests in mind.

TABLE III (Continued)

Study	Date	N	Discussion	Findings
Asher & Markell	(1974)	87	Forty-nine boys and 38 girls participated in this study was to determine if high interest facilitated high comprehension.	Interest was important when considering high comprehension
Fisher	(1988)	207	The reading preferences of third, fourth, and fifth grade children was investigated. A reading preference survey (Bundy, 1982) was administered.	Results indicated that the interaction of sex and age was significant in relation to reading interests.

1. Is there a difference between the comprehension from a selection which is interesting to a child and the comprehension from a selection which is uninteresting to a child, provided that the two selections are of comparable difficulty?

2. In what ways is interest related to reading comprehension? (p. 283)

The study had interest defined "as a complex feeling and attitude derived from characteristics of the reader, factors in the text, and the interaction of the reader and the material" (Bernstien, p. 283). Comprehension was defined as thinking about how word knowledge, meaning, main idea, and the ability to answer questions from the text interact.

The study was conducted to see if there were any differences as related to interest that would in turn affect the student's readiness to use these abilities in reading. Two selections were used in the study. One story, The Get-Away Boy and paragraphs from The House of Seven Gables. Both the selections were different in interest content as reflected by research by Novell (1946) and Strang (1946).

An interest scale and a comprehension test were employed for each story in the study. The comprehension test consisted of objective and free-response recall answers. The test group consisted of 29 boys and 71 girls who were ninth graders. Ages ranged from twelve years and eight months to fifteen years and eight months. The average age was fourteen years and two months. The I.Q. ranged from 74 to 135. A "t-test" was used to determine significance.

The results indicated that 72 were more interested in the selection The Get-Away Boy rather than 43 who read the same selection. This leads one to conclude that the story that had high interest lead to higher comprehension. This study supported the hypothesis that high interest can be associated with high comprehension.

Shnayer (1968) suggests that "the somewhat unique and highly personal feelings that a child has when he is confronted with reading material may be a key to what he will or will not understand, to what he will or will not read" (p. 2). This statement forms the central theme that Shnayer had in his study; to investigate the relationship of interest and comprehension. Shnayer (1968) looked at the relationship between high level and low level of interest when students are confronted with reading materials two grade levels above their reading ability.

The study included 578 subjects. These subjects were taken from 17 sixth grade classes. The sample consisted of 252 boys and 232 girls. The I.Q. ranged from 77 to 140. A mean was noted as 105. The ages ranged from 11 years and 3 months to 13 years and 7 months. The mean reading ability was 6.7.

The subjects of each group were required to read 15 stories that had readability according to the Dale-Chall Formula. These selections were two grades higher than the mean reading ability for each group. The stories were rated

on a four point scale to determine degrees of interest and then the subjects were to answer questions of comprehension.

The results from the study revealed that a high degree of significance between interest and comprehension could be seen. Next, a high degree of significance between the comprehension of high interest and low interest stories were noted, suggesting that interest was significant. Finally, and most revealing were the findings that suggested that the interaction between interest and comprehension was most important to the low ability groups. The results indicated that high interest in stories resulted in greater comprehension. This research is confirmed by other studies reviewed in this review.

Vaughan (1975) examined the effect of interest on reading comprehension among good, average, and poor readers and across grades four, six, eight, and eleven. The notion of Affective Factors such as interest were at the heart of this study. The hypothesis was stated that interest would be more of a factor on comprehension of poor readers than better readers. Conversely, the effect of interest on good readers was not to be significant.

Vaughan noted that interest has been an elusive concept to deal with in research. In his study, interest was treated as a "relative concept, not an absolute one" (p. 173).

Twenty-four students were randomly selected from 524. The 24 that were selected from each of the three reading groups from the fourth, sixth, eighth, and eleventh



grades. Reading ability was determined by reading scores from the SRA Achievement Test.

The results determined that the effect of interest in reading comprehension differed across the good, average, and poor readers. The most important finding of the study was the fact that less able readers were significantly more affected by their interest in relation to their comprehension than more able readers. These findings suggest that interest plays a possible more important role as it relates to less able readers.

Scholtz (1975) conducted a study to investigate the role of interest as a factor in reading comprehension. The purpose of this study was to determine if a relationship existed between reading achievement and interest.

A scale consisting of seven points of interest was employed. These points ranged from "liked very, very much," to a "disliked very, very much." Each one of these measures were used to rate the ten story selections used in the study. The participants consisted of 110 fifth-grade students with a mean 5.9 reading achievement.

The grade level scores from the comprehension questions answered correctly were compared to passages rated as high interest and low interest. A "t-test" showed no significance between the two measures. It was reported that interest is not a factor in affecting reading comprehension. Interestingly, is the fact that of all the studies reviewed, this study was the only one to report no

significance between interest and achievement. This fact suggests that the area of interest and achievement is an area worthy of consideration.

The research by Belloni and Jongsma (1975) confirms research by Vaughan (1973) and Bernstein (1955). This study was conducted to determine the effect of interest on reading comprehension of low-achieving seventh grade students, the researchers wanted to see if similar results as that from other studies mentioned could be seen with these low-achievers.

Ninety-four students were considered for the study. A sample of 50 students was taken. This sample was 25 boys and 25 girls randomly selected from the 94.

Twelve stories were used in this study based on reading interest research conducted by Novell (1973). The stories were selected from inclusion in the following categories:

1. interesting to both boys and girls;
  2. interesting to girls, not boys;
  3. interesting to boys, not girls; and
  4. interesting to neither boys or girls
- (p. 107).

Each of the stories were compiled in booklet form with the title and abstract included.

The students were instructed to flip through the booklets and read the titles and abstracts to determine the story they would most likely read. The students were then instructed to read the story of high interest then the story of low interest. To test for comprehension, a cloze test was administered. The findings suggest that students

comprehend the high interest stories better than the low interest stories. The study revealed that very little difference was found between boy's and girl's performance. Thus, this study indicated that low achieving seventh grade students had better comprehension on material that they found as more interesting.

Stevens (1979) found that interest had a significant effect on comprehension with high ability students. Subjects were 93 fifth and sixth grade students. Fifty-one of the subjects were boys and 42 were girls. To be classified as a participant in this study, the subjects had to score above the 85th percentile on the SRA Assessment Survey. Interest was assessed on topics numbering 25 in a verbal questionnaire. The subjects rated the topics on a scale from one to seven. The topics used as pictures were from the 156 topics mentioned in the reading material available.

Reading passages and the comprehension questions were taken from the McCall Crabbs Standard Test Lesson In Reading (1961). The passages explained the topics of interest as expressed in the inventories.

The results suggested that the interaction of ability and interest was significant. More succinctly, higher ability students read significantly better under conditions where high interest was employed than lower interest conditions.

These findings are in direct conflict to research by Shnayer (1968). Stevens states that possible cause for this conflict could be attributed to problems inherent in measuring interest and what really is interest. She notes that limitations such as mentioned are common to research.

Anderson, Higgins, and Wurster (1985) conducted research to examine the free reading selections of children in grades four through six and to compare differences among low, high, and average achievers. All of the students in the study kept a log of free reading for five weeks. When the child read a book of free selection, a record of who the author was, what the title was, and the date of beginning the book. After completing the book, the date was noted on the log. The logs were taken up weekly to be checked for completeness. Eleven categories were determined for the type of books the children read. These categories were: adventure/mystery, tall tale/fantasy, realistic animal story, fantasy animal story, historical biography, realistic fiction, sports, information, humor, and anything else other. The Standford Achievement Test-Reading Comprehension Subtest was used to classify students in high, average, and low. High students had stanines of 7-9, average students had stanines of 4-6, and low students had stanines 1-3.

The results of a chi-square analysis indicated that categories were similar across all levels regardless of levels of achievement. Thus, it was revealed that high, average, and low achievers seek and avoid the same

categories of books. Another result listed in the study was good readers finish books more often than poor readers, and that both high and low achievers tended to select longer books for reading. This study confirms research by Stanchfield (1962) in the respect that interest selection was not affective by achievement levels.

In a study by Bruneau (1986), a comparison of interest to comprehension was performed. The author states that the "relationship between reading interest and reading comprehension remains unclear" (p. 100). This point is well taken in lieu of the studies reviewed in this section.

This study consists of 33-fifth grade students as participants. The classroom teachers administered an interest questionnaire to measure interest. To measure comprehension the Gates-MacGinitie Reading Test-Level D, Form 1 (MacGinitie, 1978) was administered. The raw scores from the reading interest and comprehension section of the Gates-MacGinitie were compared using a Pearson Correlation Coefficient to test for significance. A significant positive correlation ( $r=.51$ ) was found. This study confirms research suggesting that interest has a bearing on achievement in reading.

This section has reviewed the literature as it related to studies conducted on reading interest and achievement. All but one of the studies suggests that interest has a direct bearing on achievement for all achievers. Study is clearly needed to determine if a relationship exist between

reading interest and achievement of male disabled readers, ages eight to twelve. Table IV is a summary of these studies.

#### Summary

This study looked at the relationship between interest and achievement of male disabled readers, ages eight to twelve. This review only looked at the studies that have a direct concern to the present study. The review of the literature focused on the following areas: (1) General studies of reading interest; (2) Reading interest and preferences in relation to sex and maturation; and (3) Reading interest and achievement.

This review revealed that the notion of reliability and validity was questioned as they relate to interest attainment and inventories (Terman and Lima, 1926; Norvell, 1950). Studies also revealed that interest was important when considering reading instruction. Historically, the area of interest has been an area of concern (Barbe, 1963; McNinch, 1970).

The literature suggests that interest is significant in relation to sex and maturation, both chronologically and mentally. Whether boys or girls read better as it relates to interest has been considered (Gates, 1961; Stanchfield, 1962; Geeslin and Wilson, 1970; Asher and Markell, 1974).

TABLE IV

## SUMMARY OF THE LITERATURE IN REGARD TO GENERAL STUDIES OF READING INTEREST

Study	Date	N	Discussion	Findings
Bernstein	(1955)	100	This study investigated interest and comprehension with twenty-nine boys, and seventy-one girls as subjects. An interest scale and comprehension test was employed. Two selections served as the basis for the study.	The results indicated that seventy-two of the subjects had higher comprehension on the selection listed as higher interest. The study suggested that the higher the interest, the higher the comprehension.
Shnayer	(1968)	578	The relationship between high and low level interest of reading materials with subjects from seventeen sixth grade classes was investigated. Two hundred-fifty two were boys and two hundred-thirty two were girls.	A high degree of significance between interest and comprehension; a high degree of significance between comprehension of high and low interest; and finally the interaction between interest and comprehension with low ability groups. Thus, high interest resulted in higher comprehension.
Vaughn	(1975)	24	This study examined the effect of interest on reading comprehension among good average, and poor readers-acorss grades four, six, eight, and eleven.	Results determined that less able readers were significant more affected by their interest in relation to their comprehension than more able readers.

TABLE IV (Continued)

Study	Date	N	Discussion	Findings
Scholtz	(1975)	110	To investigate the role of interest in relationship to reading achievement with fifth grade students with a 5.9 mean reading achievement.	It was reported that interest was not a factor in affecting reading comprehension.
Belloni & Jongsma	(1975)	50	This study was conducted to determine the effect of interest on reading comprehension of twenty-five girls. These students were low achieving seventh graders.	The findings suggest that students comprehend high interest stories better than low interest.
Stevens	(1979)	93	Fifty-one boys and forty-two girls in fifth and sixth grades participated in this study, if interest had a significant effect on comprehension with high ability students.	The interaction of ability and interest was found to be significant. Suggesting higher ability students read significantly better where high interest conditions were evident.
Anderson, Higgins, & Wurster	(1985)	not reported	Fourth and sixth grade students participated in this study to determine what free-reading selection selections were made by low, high, and average achievers.	The results suggested that free-selection categories were similar across all levels regardless of achievement. Secondary, good readers finish more books than low readers.



TABLE IV (Continued)

Study	Date	N	Discussion	Findings
Bruneau	(1986)	33	Thirty-three fifth grade students participated in this study to compare interest to comprehension.	<p>Finally, both high and low achievers tended to select longer books for reading.</p> <p>A Pearson Correlation coefficient was performed to test for significance. A significant positive correlation was found. (<math>r=.51</math>)</p>

The research on interest and achievement is revealing. Studies by Bernstein (1955) and Shnayer (1968) suggest that interest is significantly related to comprehension. Vaughan (1975) concluded that less able readers comprehended better with high interest as factor than more able readers. Stevens (1979) found that interest had a significant relationship with better or higher ability readers.

As noted, the area of reading interest is an area where research that looks at male disabled readers ages eight to twelve is needed. Current research in this area could have impact on decision making as it relates to curricular decisions.

## CHAPTER III

### DESIGN AND METHODOLOGY

#### Purpose of the Study

The purpose of this study was to determine the relationship between reading interest and reading achievement of male disabled readers ages eight to twelve.

#### Description of the Sample

The sample of this study consisted of 30 male students ages eight to twelve. The subjects were selected from a metropolitan school district in central Oklahoma. The sample was selected from those subjects who had parental permission to participate in the study. This was evidenced by those subjects who returned the parental permission forms. The sample met the criteria set forth by the Putnam City School District. The criteria was one standard deviation (21.06 NCE points) between expectancy in reading and current achievement in reading.

## Description of Testing Instruments

### The Dulin-Chester Reading Interests

#### Questionnaire (1979)

The Dulin-Chester Reading Interests Questionnaire is an instrument which measures interests in four categories: rewards, teacher motivation, follow-up activities in reading, and enrichment. The reading interest questionnaire was developed as a part of a project from the schools in Oconomowoc, Wisconsin. Reliability and validity information was not available on this instrument. The scoring of this instrument is on a scale of 5-4-3-2-1. The questionnaire is converted from a A-B-C-D-E scale: A=5, B=4, C=3, D=2, E=1.

### The Gates-MacGinitie Reading Test (1989)

The Gates-MacGinitie Reading Test is a test consisting of four subtests in the Basic R (Grades 1.0-1.9) level. These subtests are letter-sounds, vocabulary, letter recognition, and sentence comprehension. Level 1 (1.3-1.9), 2 (2, 3), 3, 4-6 (4-6), 7-9 (7-9) and 10-12 (10-12) have two subtests consisting of vocabulary and comprehension.

Reliability of the Gates-MacGinitie Reading Test is adequately high for both the vocabulary and comprehension subtests. The reliability coefficients are .90 and .88 respectively.

Test validity for the vocabulary subtest was established by the selection of words that are

characteristic of words that are read and mastered by students in grades one through twelve. Word lists from the Harris-Jacobsen "Core Words and Living Word Vocabulary List" were selected as a guide for vocabulary subtest selection.

Test validity for the Comprehension subtest established by Meyer's Classification of Semantic Structures.

Selections from published stories were chosen for the subtest. Readability was evaluated using the Dale-Chall, Fry and Harris-Jacobsen Formulas respectively.

Flanders' Interactive Analysis (1963; 1970)

The Flanders' Interactive Analysis is an instrument used to record a series of observable behaviors of teachers and students. This system includes: (a) a set of 10 categories; (b) a procedure for coding this process; and (c) suggestions for interpretation of the behaviors. The researcher used Flanders' Interactive Analysis as a guide for determining the ten behaviors used in the study.

#### Data Collection

The instruments for gathering reading interest and reading achievement were administered in group settings in the spring of 1990. The Dulin-Chester Reading Interest Questionnaire and the Gates-MacGinitie Reading Test were the instruments that were administered.

The testing session using the Dulin-Chester Reading Interest Questionnaire was introduced to the subjects in the following manner:

"Some of us like to read a lot and others don't, but all of us read at least sometimes for one reason or another. That's what this questionnaire is about, why people read. To show how you feel about reading, grade each question with a(n) A, B, C, D, or E. Remembering A is the highest grade and E is the lowest." The specific instructions for each of the four measures of interest were included on the questionnaire.

Next, the Gates-MacGinitie Reading Test was administered in the following manner:

First, the subjects took the vocabulary section of the tests. Then, the subjects took the comprehension section of the test. Both subtests were timed and administered in accordance with the specific instructions of the testing manual. The tests were hand scored by the researcher.

After the quantitative data was collected, five subjects of the sample of 30 were chosen for qualitative analysis. The five subjects chosen were identified as having the lowest measures in reading interest and reading achievement. The qualitative analysis include classroom observations of the five subjects in both the regular classroom and reading disability lab using Interactive Analysis. The observations occurred over a five week period

on Monday, Wednesday, and Friday for 45-minute sessions.

The following procedure was used for data collection:

The five subjects were coded with the first five letters of the alphabet in the following manner:

<u>Subject</u>	<u>Code</u>
4	A
20	B
29	C
21	D
22	E

Event sampling was employed as the method for collecting the observations. In using event sampling, the researcher waited for selected behaviors to occur and recorded the behaviors. The use of event sampling is to very clearly identify the observed classroom behaviors. The behaviors used are listed in Appendix A.

In order to insure reliability, the formula by Emmer and Millet (1970) was employed. Below is the formula that was used:

$$\text{Agreement} = 1 - \frac{A-B}{A+B}$$

Reliability was established with 96 percent accuracy. The Putnam City School District Reading Coordinator was employed to establish the interobserver reliability.

At the end of the classroom observations an exit interview was administered to the subjects. The interview schedule used is in Appendix B. These interviews acquired

information about the subjects' perception of reading interest and his reading behavior.

The questions that were generated for the interview came from the responses on the Dulin-Chester Reading Interest Questionnaire and from the observed behavior from the classroom observations.

The final questions that were given followed around four major categories as suggested by Strauss, Schatzman, Bucher, and Sabshin (1981). Figure 1 illustrates these four categories.

#### Statistical Treatment of the Data

A Spearman-Rank Correlation Coefficient was employed to test for significance between the measures of interest obtained from the Dulin-Chester Reading Interest Questionnaire and reading achievement obtained from the Gates-MacGinitie Reading Test. The level of significance was set at the .05 level. If the rho was less than the .05, then the null hypothesis was rejected.

#### Treatment of the Qualitative Data

The qualitative data generated from the use of Interactive Analysis during classroom observations in both the regular classroom and reading disability lab and the exit interviews of the subjects helped show patterns of observable behaviors in reading and reading interest.



#### FOUR QUESTIONS

- Hypothetical Question: asks what the respondent might do or what it might be like in a particular situation; it usually begins with "what."
- Devil's Advocate Questions: challenges the respondent to consider an opposing view.
- Ideal Position Questions: asks the respondent to describe an ideal situation.
- Interpretive Question: advances tentative interpretation of what the respondent has said and asks for a reaction.

Figure 1. Four Types of Questions

The patterns were to confirm or reject the quantitative results of the study. To better define this treatment, the notion of triangulation comes into play. Triangulation (Denzin, 1989, p. 13) suggests, "Researchers must learn to employ multiple methods in the analysis of events."

Since this study was designed to investigate the relationship between reading interest and achievement of male disabled readers ages eight to twelve, triangulation helped to indicate patterns of the relationship of reading interest and achievement of male disabled readers ages eight to twelve.

## CHAPTER IV

### TREATMENT OF DATA AND ANALYSIS OF RESULTS

#### Introduction

The purpose of this study was to examine the relationship between reading interest and achievement of male disabled readers ages eight to twelve. These students were identified as disabled readers according to the Putnam City School District criteria of one standard deviation (21.06 NCE points) between reading expectancy and reading achievement.

This chapter will be divided into three sections. Section one will look at the treatment of the quantitative data. Section two will look at the analysis of the qualitative data. Section three will include a conclusion and a summary.

#### Quantitative Data

The hypotheses presented questioned the relationship between reading interest and reading achievement. The Spearman-Rank Correlation Coefficient was calculated to test the significance of each hypothesis.

Means and standard deviations were computed for each measure of interest and achievement. These data are presented in Table V.

#### Test of the Hypotheses

Twelve hypotheses will be discussed in terms of the statistical treatment of the data.

H<sub>1</sub> - There is no significant relationship between reading interest as a reward and vocabulary achievement in male disabled readers ages eight to twelve. This hypothesis failed to be rejected.

H<sub>2</sub> - There is no significant relationship between reading interest as a reward and comprehension achievement in male disabled readers ages eight to twelve. This hypothesis failed to be rejected.

H<sub>3</sub> - There is not significant relationship between reading interest as a reward and total reading achievement in male disabled readers ages eight to twelve. This hypothesis failed to be rejected.

As can be seen from Table VI, these hypotheses failed to be rejected on the basis of a nonsignificant relationship for each comparison.

H<sub>4</sub> - There is no significant relationship between reading interest as a result of teacher encouragement and vocabulary achievement in male disabled readers ages eight to twelve. This hypothesis failed to be rejected.

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TABLE V  
MEANS AND STANDARD DEVIATIONS OF THE SAMPLE

Variables	N	M	SD
Reward	30	4.12	.404
Teacher Encouragement	30	3.48	.851
Follow-UP	30	3.34	.908
Enrichment	30	3.87	.594
Vocabulary	30	23.1	7.38
Comprehension	30	24.6	7.95
Total Reading	30	47.8	13.46

TABLE VI  
RELATIONSHIPS WITH INTEREST AS A REWARD

Variables	Spearman-Rank	Sign.
Vocabulary	-.01253	NS
Comprehension	.1798	NS
Total Reading	.07953	NS

H<sub>5</sub> - There is no significant relationship between reading interest as a result of teacher encouragement and comprehension achievement in male disabled readers ages eight to twelve. This hypothesis failed to be rejected.

H<sub>6</sub> - There is no significant relationship between reading interest as a result of teacher encouragement and total reading achievement in male disabled readers ages eight to twelve. This hypothesis failed to be rejected.

As can be seen from Table VII, these hypotheses failed to be rejected on the basis of a nonsignificant relationship for each comparison.

H<sub>7</sub> - There is no significant relationship between reading interest as a result of follow-up activities in reading and vocabulary achievement in male disabled readers ages eight to twelve. This hypothesis failed to be rejected.

H<sub>8</sub> - There is no significant relationship between reading interest as a result of follow-up activities in reading and comprehension achievement in male disabled readers ages eight to twelve. This hypothesis failed to be rejected.

H<sub>9</sub> - There is no significant relationship between reading interest as a result of follow-up activities and total reading achievement in male disabled readers ages eight to twelve. This hypothesis failed to be rejected.

TABLE VII  
 RELATIONSHIPS WITH INTEREST AS A RESULT  
 OF TEACHER ENCOURAGEMENT

Variables	Spearman-Rank	Sign.
Vocabulary	.1022	NS
Comprehension	.01262	NS
Total Reading	.08574	NS

TABLE VIII  
 RELATIONSHIPS WITH INTEREST AS A RESULT  
 OF FOLLOW-UP ACTIVITIES

Variables	Spearman-Rank	Sign.
Vocabulary	-.17673	NS
Comprehension	-.14491	NS
Total Reading	-.14329	NS

As can be seen from Table VIII these hypotheses failed to be rejected on the basis of a nonsignificant relationship for each comparison.

H<sub>10</sub> - There is no significant relationship between interest as a result of enrichment and vocabulary achievement in male disabled readers ages eight to twelve. This hypothesis failed to be rejected.

H<sub>11</sub> - There is no significant relationship between interest as a result of enrichment and comprehension achievement in male disabled readers' ages eight to twelve. This hypothesis failed to be rejected.

H<sub>12</sub> - There is no significant relationship between interest as a result of enrichment and total reading achievement in male disabled readers ages eight to twelve.

As can be seen from Table IX, these hypotheses failed to be rejected on the basis of a nonsignificant relationship for each comparison.

Figure 2 graphically illustrates the mean raw scores on the four areas of interest: reward, teacher encouragement, follow-up activities, and enrichment. The mean raw scores are generally similar with the highest being interest as a reward to follow-up activities being the lowest.

#### Classroom Observations

It should be noted that to see what the daily part of a particular school program is really all about is to make observations. Duffy (1982) suggests that studies which



TABLE IX  
RELATIONSHIPS WITH INTEREST AS A  
RESULT OF ENRICHMENT

Variables	Spearman-Rank	Sign.
Vocabulary	-.08883	NS
Comprehension	-.02509	NS
Total Reading	-.00403	NS

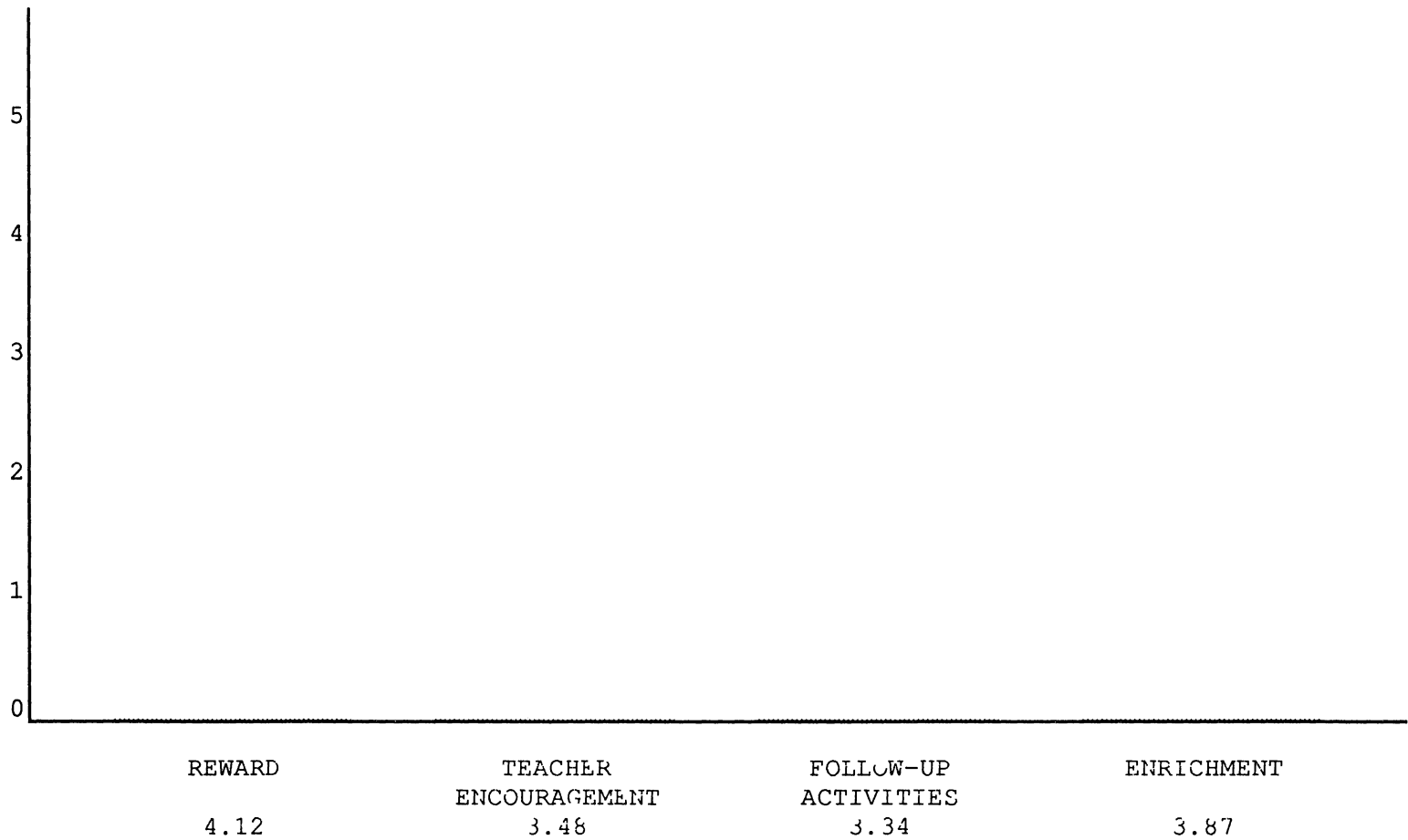


Figure 2. Mean Raw Scores of the Four Measures of Reading Interest

leave out or omit observations have little chance to make a contribution to an understanding of the process. As McDermott (1977) suggests the reason by using observation in research is to help the researcher to uncover the reality and dynamics of the interactions between teachers and students. Thus, one is able to get an understanding to be helpful in helping children to read. Spindler (1982) confirms this notion by indicating how much this type of activity can help using reading research.

Each of the five subjects was observed using Interactive Analysis in both regular classroom and reading disability labs. Event sampling was the method employed during the observations. The observations were conducted on Monday, Wednesday, and Friday for 45-minute sessions. The results of both observations in the regular class and reading disabilities lab is listed in Tables X and XI.

#### Observation Data

Percentages of observed behavior in both the regular classroom and reading disability lab are illustrated in Table X and XI. These data indicate a relationship between reading interest and reading achievement.

The highest percentage of the observed behaviors was both talking in response to the teacher or student initiated. This can be seen in both types of classroom observed. For example, subject D spent 69 percent talking in both classroom observed. Coupled with a combined 44

TABLE X  
 AVERAGE PERCENTAGES OF OBSERVED BEHAVIOR IN THE REGULAR CLASSROOM

OBSERVED BEHAVIORS FROM INTERACTION ANALYSIS	STUDENTS				
	A	B	C	D	E
1. Going to Bookshelf	2%	0%	0%	0%	0%
2. Book and Reading Material	15%	24%	36%	9%	31%
3. Book Reading-Teacher Initiated	0%	2%	0%	4%	0%
4. Book Reading-Student Initiated	12%	3%	3%	6%	28%
5. Student Talk-Response	17%	12%	12%	33%	2%
6. Student Talk	21%	28%	17%	8%	8%
7. Out of Seat	13%	4%	1%	2%	2%
8. Leaving the Room	1%	0%	0%	0%	2%
9. Teacher Involvement	12%	15%	12%	25%	12%
10. Miscellaneous	7%	12%	19%	13%	15%

TABLE XI  
 AVERAGE PERCENTAGES OF OBSERVED BEHAVIOR IN THE READING DISABILITY LAB

OBSERVED BEHAVIORS FROM INTERACTION ANALYSIS	STUDENTS				
	A	B	C	D	E
1. Going to Bookshelf	4%	4%	4%	0%	1%
2. Book and Reading Material	27%	13%	10%	8%	7%
3. Book Reading-Teacher Initiated	0%	0%	0%	7%	4%
4. Book Reading-Student Initiated	4%	2%	7%	18%	14%
5. Student Talk-Response	4%	12%	10%	6%	15%
6. Student Talk	14%	32%	24%	22%	17%
7. Out of Seat	13%	11%	16%	3%	5%
8. Leaving the Room	0%	3%	1%	3%	1%
9. Teacher Involvement	13%	17%	13%	19%	18%
10. Miscellaneous	21	6%	15%	14%	18%

percent of the teacher having to give directions, gives evidence to the fact that the subject was found to have been observed spending less than ten percent reading. To further this point, on at least three occasions, subject D was observed rolling the basketball with his foot or kicking the ball. These actions suggest little interest in reading.

The second highest percentage of observed behaviors was the subjects' inattentiveness to books and reading material. For example, subject A spent 42 percent of his time in both classrooms being inattentive and off-task. Subject A was observed to have his chair leaned back or looking at the ground. This coincides with a zero percent in book reading in both classrooms.

Interestingly enough, subjects leaving the room had a low percentage in both observed classrooms. This observation suggests that the subjects were inclined to, as one subject commented to his teachers, "to stick it out!"

Finally, the subjects observed did not spend much time going to get a book at the bookshelf. Subject E spent a combined one percent going to the bookshelf. This data indicated a lack of interest in books and materials, but looking at his book reading that was student initiated, revealed a combined 42 percent of time reading book of interest. This subject commented that, "reading was okay if you could read what you want." He had materials of his own to look at.

The differences between the quantitative data and this part of the qualitative data suggest a relationship between reading interest and achievement. Spending large blocks of time off-task and inattentive to reading suggests little achievement will result in reading.

In fact, on one occasion subject B, who spend large amounts of time talking in both classrooms observed (84 percent), was involved in a major discipline dispute on the last day of classroom observations. The observation confirms this relationship.

Using classroom observations suggests that a relationship does exist between reading interest and achievement. Observing what the subjects exhibited in both the regular classroom and reading disability lab impacts the extent of this relationship. The percentage reported suggesting that two (A and E) subjects in the study read books of interest indicates qualitatively that interest in reading was evidenced. For the most part these observed behaviors impacted reading achievement.

#### Exit Interviews

At the end of the observations, an exit interview was conducted with the five subjects in the study. The general purpose of the exit interview was to gather information of the subjects perception of reading and reading interest.

The responses were gathered by both handwritten notes and tape recording. The subjects responses to the interview

questions revealed seven categories of responses. The categories and descriptions follow:

1. Unclear/Don't Know
2. Better Grades/Good Job/Parent - reading interest resulted from grades, future employment, and parental involvement.
3. Rewards/Treats - reading interest resulted from tangible rewards.
4. Teacher Motivation/Interest in Books - reading interest resulted from teachers motivating the subject to read book of interest.
5. Embarrassed/Boring - reading interest resulted from the perception that oral reading and presentations were embarrassing and boring.
6. Drawing/Illustration - reading interest resulted from drawing pictures and illustrating book concepts.
7. Reading More - reading interest resulted from reading more books to be a better reader.

Figure 3 illustrates that the majority of responses (26 percent ) indicated that reading helps one to get better grades, good jobs, and parents are involved in this area.

Subject C commented on the fact that reading and getting good grades will help him to get a diploma: "If I read and get good grades, then I can get a scholarship to play basketball."



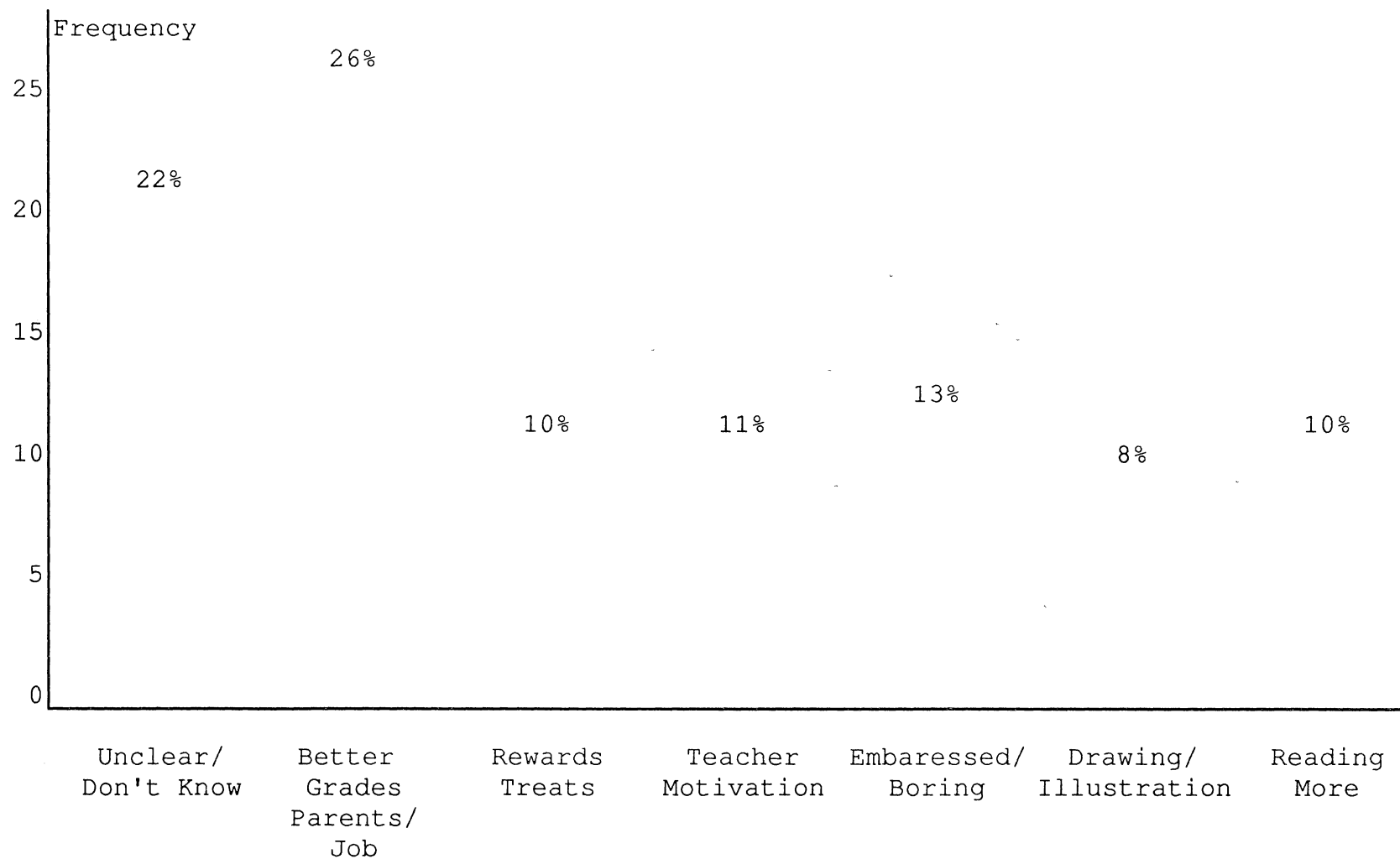


Figure 3. Frequency and Percentages of Responses to Perceptions of Reading Interest (N=61)

Also, Subject B spoke similar remarks: "I feel better when I can read. It makes me want to do better, so I can go to college on a scholarship."

Subject E revealed another interesting comment: "When I read better, my mom gives me money."

The next highest percentage was unclear/don't know (22 percent). The subjects after reviewing the tape reported that they were unclear about some of the questions or just would say: "I don't know what I would want to do after I read a book."

On the notion of being embarrassed or boring 13 percent responded that to make any kind of oral presentations was not something of value. Subject B reflected: "No, I would not like to give a oral report on a book. It would be embarrassing." This comment is interesting in the fact that Subject B spend a lot of time talking and being social with classmates.

The next highest percentages (11 percent and 10 percent) were in the categories of teacher motivation, interest in books of their own choosing, rewards and treats, and just reading.

Subject D revealed an interesting comment on the role of the teacher in encouraging reading: "A teacher can help you get started and excited about books." This comment is interesting in the fact that the area of teacher

encouragement as measured from the interest questionnaire revealed an average raw score (30/50).

All the subjects during the interview commented that to improve their reading, they should do as Subject A reflected, "To really improve my reading, I need to read some more." This data suggests that there is some desire to read.

Rewards and treats had a surprising percentage (10 percent) from the exit interview. Subject D's raw score on reading interest as a reward from the questionnaire was 44/50. This high score is interesting as compared to his response on the exit interview, "It is not real important to have my name on the bulletin board as a reward. I just want to read."

Subject E's raw score on the interest questionnaire was similar to Subject D's 41/50. His comment from the interview reveals a different idea, "I like to have my name on the bulletin board. It shows my reward for what I have read - Yea! I kinda like that."

The category concerning drawing or illustrating pictures after reading a book had typical responses. Subject B, "I like to make action scenes, also scenes that show emotion." This response indicates a degree of interest in reading. Subject A commented, "I like to make new pictures or ideas from what I read."

Finally the category about reading more books indicated a response to the question, "What could you do to really improve you reading?" revealed this comment from Subject A, "Well, when I grow up I can teach others to read."

Subject B reflected this comment, "To read will help me become more interested in books. That is important."

That response along with others cited suggest that to some extent reading and interest was evident. Of all the categories and responses that have been cited, the category of unclear or don't know comes at no surprise in light of the classroom observations. These responses indicate that for the subjects interviewed, at times they reflected no direction in what to do. Thus, a measure such as interviewing can give information which is important to understand perceptions of such phenomenon.

#### Summary

This chapter has presented the quantitative and qualitative treatment of the data. The Spearman-Rank correlation coefficient was performed to determine the relationship between reading interest and achievement in male disabled readers ages eight to twelve.

In comparing the relationship between interest and achievement quantitatively, and the Dulin-Chester Reading Interest Questionnaire and Gates MacGinitie Reading Test were administered.

The four measures of interest were reading interest as a reward, as a result of teacher encouragement, as a result of follow-up activities, and as a result of enrichment. The three measures of reading achievement were vocabulary, comprehension, and total reading. The Spearman-Rank correlation coefficient indicated no significant relationship between the measures.

In comparing the relationship between interest and achievement qualitatively, classroom observations and an exit interview were performed.

The classroom observations and the exit interview reveal some interesting considerations:

1. For the most part, relatively little time was spent reading. But all the subjects indicated that reading was an important factor in all of life.

2. A large percentage of the qualitative analysis indicated that talking was exhibited during the classroom observation. The subjects though commented that they didn't want to share about books orally to the class.

3. Little movement to the bookshelf to get materials was apparent, but reading was still deemed to be important.

4. A fairly good percentage of time observed indicated that the subjects were inattentive to books and reading material. This seem to reflect in low achievement in reading.

5. All the subjects in the study said that one thing they could do better in reading was to read.

6. Finally, the qualitative analysis suggests that a relationship between reading interest and achievement was evident. Little time reading, talking in class, not choosing materials, and inattentive to books and reading materials leads one to suggest such a relationship.

## CHAPTER V

### SUMMARY AND CONCLUSIONS

#### General Summary of the Investigation

This study investigated the relationship between reading interest and reading achievement of male disabled readers ages eight to twelve. Four measures of reading interest which consisted of reading interest as a reward, teacher encouragement, follow-up activities, and enrichment and three measures of reading achievement which consisted of vocabulary, comprehension, and total reading formed the comparison for the study. Classroom observation using interactive analysis and exit interviews formed the comparison qualitatively for the study.

The sample consisted of 30 subjects selected from a metropolitan school district in central Oklahoma. All of the subjects met the criteria set forth by the Putnam City School District of one standard deviation (21.06 NCE points) between expectancy in reading and current reading achievement. From the 30 subjects, five were selected for the qualitative analysis on the basis of low raw scores of interest achievement. This was conducted in both regular classroom and reading disability lab over five weeks on Monday, Wednesday, and Friday.

The Spearman-Rank correlation coefficient was employed to test twelve hypotheses to determine if a significant relationship existed between the measures of reading interest and reading achievement. Patterns of interest use and nonuse resulting from the observations and interviews formed the basis to determine a relationship existed qualitatively. The use of triangulation was employed.

### Conclusions

The results of this study quantitatively indicate that there is no significant relationship between reading interest and achievement of the subjects in this study. The results of this study qualitatively suggest that there is a relationship between reading interest and achievement of the five subjects chosen for the qualitative analysis.

The subjects in this study were found to have no significant relationship between the four measures of interest and the three measures of reading achievement. The five subjects in the qualitative analysis were found to be interested at sometime in reading, but generally were seen talking in class, not choosing materials, and inattentive to books and reading materials. All the subjects were observed to not get work completed, suggesting low scores or no scores in reading. The subjects all commented on the fact that to read better - one must read more books. Grades, parents, and future employment were deemed to be important in the area of reading interest.



## Findings

The findings of this study indicate agreement with previous research that questioned the notion of the reliability and validity of interest attainment through interest inventories and questionnaires (Terman & Lima, 1926; Norvel, 1950). These subjects in this study indicated no significant relationship between reading interest and achievement the use such named measures of reading interest.

The findings of this study however are inconsistent with previous research related to the relationship between reading interest and reading achievement (Bernstein, 1955; Shnayer, 1968; Vaughn, 1975; Belloni & Jongsma, 1975; and Bruneau, 1986). This study indicated quantitatively that disabled male readers showed no significant relationship between reading interest and achievement when performing pencil and paper tasks to measure such a relationship.

It appears, that when using qualitative measures, a relationship between reading interest and achievement can be suggested. Stanchfield (1962) reported that using interviews was a good method to determine interest. This study confirms this research. The results of this study suggest that in determining reading interest for male disabled readers, classroom observation and interviews should be employed. This research is confirmed by Duffy (1982). The call for the use of observation and

interviewing in assessment of interest is needed. Opitz (1990) suggests that interviews and observations can help teachers to learn about their students.

The fact that the results of this study differ from previous research is cause for concern. When using paper and pencil measures to obtain reading interest and achievement which resulted in no significant relationship; gives concern to how best to obtain such relationships. It has been suggested that the measurement of reading interests might have been inaccurate. Research in the future should consider the implications of using such measures as paper and pencil inventories or questionnaires. The appropriateness or inappropriateness of such measures is worth examination. It is possible that some of the subjects answered the questions as if trying to please the researcher or just didn't care.

Possibly that most important implication of this study is the need for multiple methods to gather data namely - triangulation. Looking at the relationship between reading interest and achievement in terms of quantitative analysis as the only way to determine significance should be reconsidered. Using other data gathering techniques should be considered. Such qualitative measures such as classroom observations and interviewing can be included in this data gathering process. This is confirmed with research by Denzin (1989). which suggests using of triangulation.

### Recommendations

1. It is suggested that this study be replicated with male disabled readers ages six through twelve to determine if the same relationship exists between reading interest and achievement.

2. It is suggested that a similar study be designed using only qualitative measures to determine the relationship between reading interest and achievement.

3. It is suggested that a similar study be designed with able and disabled readers using both quantitative and qualitative measures to determine the relationship between reading interest and achievement.

4. It is suggested that a study of how best to determine reading interests for able and disabled readers be conducted.

5. It is suggested that a longitudinal study be conducted to determine the relationship between reading interest and achievement in male disabled readers using quantitative and qualitative analysis.

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## APPENDICES

APPENDIX A

CATEGORIES FOR INTERACTIVE ANALYSIS

## CATEGORIES FOR INTERACTIVE ANALYSIS

1. Going to Bookshelf - Child exhibits behavior of moving back and forth to bookshelf for choosing/ selecting reading material. This behavior is at best inconsistent and haphazard.
2. Book and Reading Material Behavior - Child is inattentive to book/print. Turns pages aimlessly and without regard to book; off-task during lessons, activities and tasks, uninvolved.
3. Book Reading-Teacher Initiated - Child reads book in response to teacher command to read.
4. Book Reading-Student Initiated - Child is controlling and directing his book reading. Reads and shows interest and motivation in books, magazines, and other reading material.
5. Student Talk-Response - Talk by student in response to teacher. Teacher initiates, solicits student response.
6. Student Talk - Initiated - Talk by student is self-initiated.
7. Out of Seat - Child is out of seat, not at bookshelf, but in other areas of room such as pencil sharpener, waste basket, and teacher's desk.
8. Leaving the Room - Child leaves the room and goes to get a drink of water, use the bathroom, or goes to school office or nurses office.
9. Teacher Involvement - The teacher exhibits either direct or indirect behavior with students during reading instruction, direct instruction, modeling, and facilitating.
10. Miscellaneous - Other areas not covered above. These can also be pauses or periods of silence.

APPENDIX B

EXIT INTERVIEW SCHEDULE

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## EXIT INTERVIEW SCHEDULE

1. Why do you feel that getting a grade for how much reading you do is a very good reward?
2. Why is getting to go to other classes to tell about books you've read is an average reward?
3. How important is it to have your name on the bulletin board showing how much reading you've done?
4. Why would you say that having the teacher read to you in class would not encourage you to read?
5. What is something that the teacher would do to really encourage you to read?
6. What do you think about getting to answer questions about books you've read?
7. How important is getting to write a new ending to a book you've read in your school activities and assignments?
8. When do you think giving an oral book report is appropriate?
9. If you could do anything you wanted after you read a book - what would you do?
10. Why wouldn't you like to discuss in class about what you have read?
11. How important is it to either go and visit the school librarian or have the librarian visit your class?
12. What kinds of pictures are good to make after you have read a book?
13. What would you say is the best reason to read?
14. What would you say is the least reason to read?
15. What could you do to really improve your reading?

APPENDIX C

LETTER OF PERMISSION



Oklahoma State University

DEPARTMENT OF CURRICULUM AND INSTRUCTION  
COLLEGE OF EDUCATION

STILLWATER, OKLAHOMA 74078-0146  
GUNDERSEN HALL 302  
(405) 744-7125

Dear Parents:

I am a doctoral student in Curriculum and Instruction/Reading Education at Oklahoma State University. I have been a public school teacher for nine years. In order to complete my research, I need permission for your child to participate in my study.

The purpose of this research is to compare the relationship of interest and achievement in your child's reading activities. This will involve having each child answer some questions about reading. His interest in reading will be the focus. Also, your child will take an achievement test in reading. These activities will take place at your child's school during the school day with the cooperation of your child's teacher.

All the information gathered on your child will remain confidential. Your child's name and test results will not be reported individually. If you are willing for your child to be a part of this important research, please complete the permission slip below and return it to your child's teacher as soon as possible.

If you have any questions or concerns regarding this project, please feel free to call me any evening at the OSU Reading Center (405-744-7119) or (405-354-4929). Thank you very much for your consideration of this matter.

Sincerely,

*Tim Campbell*

Tim Campbell  
Teaching Associate

-----  
Please check one and return it to your child's teacher as soon as possible.

\_\_\_\_\_ I would like for \_\_\_\_\_ to participate in  
this research project. (child's name)

\_\_\_\_\_ I would not like for \_\_\_\_\_ to participate in  
this research project. (child's name)

\_\_\_\_\_ (parent's signature)



APPENDIX D

READING INTERESTS QUESTIONNAIRE



## READING INTERESTS QUESTIONNAIRE

Name _____	Date _____
School _____	Grade _____ Teacher _____

Some of us like to read a lot and others don't, but all of us read at least sometimes for one reason or another. That's what this questionnaire is about: *why people read*.

I. Sometimes for example, people read because their teachers or parents *reward* them for reading. Here are ten possible rewards a person could get for reading, some of them are pretty good rewards and some others not so good. To show how *you* feel about each of them, *grade* each reward, **A, B, C, D, or E**. Here's what each grade means:

- |          |   |
|----------|---|
| <b>A</b> | I feel this would be a <i>very good</i> reward for reading.   |
| <b>B</b> | I feel this would be a <i>fairly good</i> reward for reading. |
| <b>C</b> | I feel this would be an <i>average</i> reward for reading.    |
| <b>D</b> | I feel this would be a <i>fairly poor</i> reward for reading. |
| <b>E</b> | I feel this would be a <i>very poor</i> reward for reading.   |

**For each reward, circle the grade you're giving it.**

- |   |   |   |   |   |   |
|---|---|---|---|---|---|
| 1. getting a grade for how much reading you do                                      | A | B | C | D | E |
| 2. getting extra credit for how much reading you do                                 | A | B | C | D | E |
| 3. getting your name on a bulletin board showing how much reading you do            | A | B | C | D | E |
| 4. getting stars on a chart for how much reading you do                             | A | B | C | D | E |
| 5. getting money for how much reading you do  | A | B | C | D | E |
| 6. getting prizes for how much reading you do                                       | A | B | C | D | E |
| 7. getting free time in school as a reward for extra reading you've done            | A | B | C | D | E |
| 8. getting a certificate to take home for extra reading you've done                 | A | B | C | D | E |
| 9. getting to go to other classes to tell about books you've read                   | A | B | C | D | E |
| 10. getting excused from other class work as a reward for extra reading you've done | A | B | C | D | E |

## READING INTERESTS QUESTIONNAIRE

Page 2 of 4

Name: \_\_\_\_\_

II. Sometimes things *teachers* do encourage us to read. Please grade the following ten things to show how much you think they'd encourage *you* to read. Here's what the grades mean this time.

- A I feel this would *certainly* encourage me to read.  
 B I feel this would *probably* encourage me to read.  
 C I feel this *might* encourage me to read.  
 D I'm *pretty sure* this *wouldn't* encourage me to read.  
 E I'm *quite sure* this *wouldn't* encourage me to read.

Again, circle the grade you're giving the activity.

- |   |   |   |   |   |   |
|---|---|---|---|---|---|
| 1. having the teacher read a book to the class at a chapter a day   | A | B | C | D | E |
| 2. having the teacher read to the class the first few pages of books that you can then check out if you want to | A | B | C | D | E |
| 3. having the teacher act out parts of a story or book before you start to read it                              | A | B | C | D | E |
| 4. having the teacher take your class to the school library now and then  | A | B | C | D | E |
| 5. having the teacher tell you about the lives of authors of books you can read                                 | A | B | C | D | E |
| 6. having the teacher tell about the places where stories in books take place                                   | A | B | C | D | E |
| 7. having the teacher tell about books he or she has read   | A | B | C | D | E |
| 8. having the teacher explain some of the hard words in a book or story before you read it                      | A | B | C | D | E |
| 9. having the teacher give you some oral questions about a story in a book before you start reading it          | A | B | C | D | E |
| 10. having the teacher give you some written questions to answer <i>while</i> you're reading a story or book    | A | B | C | D | E |

## READING INTERESTS QUESTIONNAIRE

Page 3 of 4

Name: \_\_\_\_\_

III. Now, here are some things you might do *after* reading a book or story in class. Grade them with these grades.

- A     I'd *like* to do this.  
 B     I'd *sort of* like to do this.  
 C     I'm *not sure* if I'd like to do this.  
 D     I *don't think* I'd like to do this.  
 E     I'm *sure* I wouldn't like to do this.

Again, circle the grade you're giving the activity.

- |  |   |   |   |   |   |
|--|---|---|---|---|---|
| 1. take a written test on how well you understood a story you've read                | A | B | C | D | E |
| 2. take a written test on how much you can <i>remember</i> about a story you've read | A | B | C | D | E |
| 3. take an oral test on a story or book you've read                                  | A | B | C | D | E |
| 4. use some of the new words in a story or book you've read                          | A | B | C | D | E |
| 5. write a book report about a book you've read                                      | A | B | C | D | E |
| 6. give an <i>oral</i> report on a book you've read                                  | A | B | C | D | E |
| 7. write your own ending to a story or book you've read                              | A | B | C | D | E |
| 8. do a crossword puzzle with some of the new words in a story or book you've read   | A | B | C | D | E |
| 9. match some of the new words in a story or book you've read with their definitions | A | B | C | D | E |
| 10. take a spelling test on some of the new words in a book or story you've read     | A | B | C | D | E |

## READING INTERESTS QUESTIONNAIRE

Page 4 of 4

Name: \_\_\_\_\_

IV. And finally, here are some *extra* things you could do after reading a story or book. Grade them with these grades.

- A     I'd *really like* to do this.  
 B     I'd *sort of* like to do this.  
 C     I *might or might not* like to do this.  
 D     I'm *fairly sure* I wouldn't like to do this.  
 E     I'm *quite sure* I wouldn't like to do this.

Again, circle the grade you're giving the activity.

- |   |   |   |   |   |   |
|---|---|---|---|---|---|
| 1. make a play out of a story or book you've read                           | A | B | C | D | E |
| 2. make a picture to go with a story or book you've read                    | A | B | C | D | E |
| 3. have a discussion in class about a story or book you've read             | A | B | C | D | E |
| 4. write a story of your own about people you've met in a story of book     | A | B | C | D | E |
| 5. go to a movie or play made from a story or book you've read              | A | B | C | D | E |
| 6. meet the author of a story or book you've read                           | A | B | C | D | E |
| 7. listen to a record of an author reading his or her own story             | A | B | C | D | E |
| 8. look at pictures of the people you've read about in stories or books     | A | B | C | D | E |
| 9. look at pictures of the places you've read about in stories or books     | A | B | C | D | E |
| 10. have the school librarian visit class and tell about books you can read | A | B | C | D | E |

*Questionnaire authored by Ken Dulin and Bob Chester from the The University of Wisconsin at Madison (1979).*

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APPENDIX E

RAW SCORES OF READING

## Raw Scores of Reading Interest and Reading Achievement

SUBJECT	REWARD	TEACHER ENCOURAGEMENT	FOLLOW-UP ACTIVITIES	ENRICHMENT	VOCABULARY	COMPREHENSION	TOTAL READING
1	4.2	2.4	3.6	3.9	16	16	32
2	4.1	3.2	3.7	4.1	13	15	28
3	4.7	3.0	3.1	3.9	35	40	75
4	4.4	3.4	3.3	3.2	18	12	30
5	3.4	3.6	2.8	3.5	23	21	44
6	4.5	4.2	4.0	4.0	20	17	37
7	4.0	4.4	4.8	3.5	31	18	49
8	3.7	3.6	2.7	4.4	19	26	45
9	4.3	3.9	3.2	4.5	17	21	38
10	4.3	4.0	4.8	5.0	26	38	64
11	3.8	3.7	3.0	2.7	23	34	57
12	4.3	4.1	3.8	3.8	20	26	46
13	4.2	2.3	2.0	2.8	26	36	62
14	3.0	3.7	3.0	4.5	30	18	48
15	4.2	3.9	4.1	3.9	13	18	31
16	4.5	4.1	3.1	3.6	32	29	61
16	4.5	4.1	3.1	3.6	32	29	61
17	4.6	4.7	4.6	4.7	40	29	69
18	4.7	3.2	3.4	3.9	19	27	46
19	4.2	4.7	4.7	4.5	18	26	44
20	3.6	1.3	1.3	2.7	27	19	46
21	4.4	3.1	3.9	4.2	15	17	32
22	4.1	2.9	2.5	3.9	11	22	33
23	4.1	4.4	3.0	4.2	26	16	42
24	3.8	3.9	4.6	4.2	16	23	39

Raw Scores of Reading Interest and Reading Achievement  
(Continued)

SUBJECT	REWARD	TEACHER ENCOURAGEMENT	FOLLOW-UP ACTIVITIES	ENRICHMENT	VOCABULARY	COMPREHENSION	TOTAL READING
25	3.5	3.0	3.5	4.1	29	24	53
26	4.1	4.4	3.6	4.2	22	31	54
27	4.3	3.9	3.6	4.2	23	23	46
28	3.9	2.4	1.7	2.9	37	41	78
29	4.0	1.6	1.9	3.3	20	21	41
30	4.7	3.5	3.6	4.3	28	35	63

VITA

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